



January 2009

DRAFT: HECB Transfer and Articulation Report

Introduction

This report fulfills the biennial requirements of RCW 28B.76.250 that directs the Higher Education Coordinating Board (HECB) “to submit a progress report on the development of transfer associate degrees to the higher education committees of the House of Representatives and Senate each odd-numbered year.” Additionally, the HECB “must monitor progress on the indicators, describe development of additional transfer associate degrees, and provide other data on improvements in transfer efficiency.”

The report is framed in the context of goals and action items related to transfer and articulation identified in the *2008 Strategic Master Plan for Higher Education in Washington*. It addresses both legislative requirements and the master plan goals and objectives by describing progress on policy initiatives conducted to improve Washington’s transfer and articulation system since the submission of the last transfer report in December 2006. Included are responses to improvements identified by the Legislature in HB 2783 during the 2008 session and recommended by the Governor. Lastly, the report compiles useful information for those interested in the state of transfer and articulation within Washington.

The report is divided into the following sections:

- **Executive Summary** – an overview of the main points of this report
- **Context** – Master plan transfer and articulation goals, legislative background information, and groups serving transfer students in Washington.
- **Transfer Indicators** – How are we doing?
- **Progress on Policy Initiatives, Future Work to be Done** – What has been done to improve student transfer in Washington? What work remains to be done?
- **Reference** – Materials to improve transfer coordination and communication are included in the Appendix.

Executive Summary

Improving students' ability to transfer successfully is an important strategy in increasing the number of baccalaureate degrees granted in Washington. The Governor, Legislature, Higher Education Coordinating Board (HECB) and its collaborating institutions and organizations have placed a top priority on the continuous improvement of our transfer system. This report addresses both legislative requirements and Strategic Master Plan for Higher Education goals and objectives. A review of transfer measures and a summary of policies and practices being used and developed to increase the number of students who successfully transfer to baccalaureate institutions is provided. Next steps that are needed to continue improvement of student transfer in Washington, including responses to improvements identified by the Legislature in HB 2783 during the 2008 session and recommended by the Governor, are identified.

Transfer Indicators

Over the past 16 years, the number of students who have successfully transferred from a 2-year college to a four-year institution has steadily increased. By 2006-07, the number of transfer students had grown to over 15,000.

Even though the number of students transferring from the two-year to four-year institutions has increased, the rate at which they transfer has remained relatively static at approximately 20 percent per year. This transfer rate may be attributable to lack of capacity at the four-year institutions, lack of adequate preparation, financial issues, difficulty in navigating the system, or other reasons not fully understood at this time.

Students who transfer from two- to four-year institutions make up more than 40 percent of those earning degrees annually in Washington. More than 70 percent of the students who access higher education in our state do so first at a two-year institution.

One measure of success for transfer is the number of students who transfer and complete a bachelor's degree. In 2005-06, more than 70 percent of transfer students completed a bachelor's degree within three years, an improvement from 63 percent in a baseline average between 1998 and 2002.

Transfer is often described as a "pipeline" that flows in one direction from high school through postsecondary education. Sector to sector transfer data reflects considerable movement within our system that flows in several directions – termed "swirling." In 2005-2006, more than 32,000 students transferred from one Washington higher education institution to another and these students fell primarily into four categories: 15,000 from 2-year to 4-year colleges and universities, over 10,000 within two-year colleges, slightly more than 5,000 from 4-year universities to two-year colleges, and over 2,000 between 4-year colleges. Possible reasons for this transfer activity include common themes of convenience, financial challenges, course selection, and student preference.

Students planning to transfer in Washington follow several approaches or pathways. These include: the Direct Transfer Agreement associate degree (also called “the DTA”) focusing on meeting lower-division general education requirements; the Associate of Science – Transfer (AS-T) focusing on preparation for biology, chemistry, earth science, physics, computer science, and engineering majors; and Major Related Programs (MRPs) that prepare students for majors that require careful selection of elective and general education courses.

For 2007-08 over 13,000 transfer degrees were awarded, with 95 percent being DTA and related MRPs. The number of students completing MRP associate degrees has grown 25 percent, from 800 students in 2006-07 to 1,072 in 2007-08. Over 97 percent of MRP completers followed Business, Nursing, and Elementary Education programs. The number of students earning AS-T based MRPs is very small. Many MRPs are recent additions and the number of participants in these pathways is expected to grow.

Progress on Policy Initiatives

One of four strategies in the 2008 Strategic Master Plan for Higher Education to raise educational attainment is to “create a system of support for lifelong learning” for a wide range of students. A goal of this strategy is to make transfer more user friendly so that greater numbers of students will successfully transfer and complete bachelor’s and advanced degrees.

Statewide cross-sector groups and offices have worked (and continue to work) on numerous initiatives to address both legislative requirements and master plan goals and objectives to improve Washington’s transfer and articulation system. Included in this work are responses to improvements identified by the Legislature in HB 2783 during the 2008 session and recommended by the Governor.

Initiatives addressed two separate but connected themes identified in the Master Plan: (1) further alignment of institutional policies and practice to ensure that students have flexibility in designing their path to a degree and (2) dissemination of the right information to students at the right time. These initiatives include:

- The Joint Access Oversight Group (JAOG) submitted a report in 2007 that addressed both themes. It explained and summarized transfer policy within the state, and noted, “The best designed transfer pathway does not work unless students can find and follow it.” The group recommended better communication of transfer processes and procedures through a web-based statewide advising tool kit to help students, parents, and other stakeholders to find accurate and timely information.
- The Associate of Science-Transfer (AS-T) degree was modified to open it to more students and incorporate language that clarifies degree requirements. These changes improve this path towards a degree. Workgroups continue to clarify components of the Direct Transfer Agreement (DTA).

- Institutional policies were aligned when JAOG, in conjunction with the HECB, developed criteria for changing statewide transfer agreements – the DTA and AS-T. Four new DTA-based and three new AS-T based MRPs were developed and implemented since the last Transfer and Articulation Report in 2006. Two additional MRP workgroups are scheduled to complete work in 2009. The HECB, SBCTC, and JAOG have agreed to focus on assessment of current pathways before deciding on creating any additional MRPs.
- Several workgroups addressed initiatives that help to create a system of support for lifelong learning for a wide range of students and make transfer more user friendly so that greater numbers of students will successfully transfer. An environmental scan of Dual Credit and Dual Enrollment Programs like Running Start, Advanced Placement, and College in the High School was conducted and a report with recommendations for developing a coordinated plan will be issued in 2009. A review of institutional policies and procedures regarding Prior Learning Assessments was initiated and a pilot program between a community college and baccalaureate institution is in its preliminary stages of development; and the Department of Health, Department of Licensing, and HECB are jointly reporting to the 2009 Legislature on the transfer of Veterans skills and education for state licensure. Further work remains to be done in each of these areas and several suggestions are included in this report.
- Workgroups developed solutions in response to improvements identified by the Legislature in HB 2783 during the 2008 session and recommended by the Governor. A list of transfer student's rights and responsibilities was developed and is in the final stages of institutional review and approval. A taskforce continues to work on a set of frequently asked questions and responses that will disseminate the right information to transfer students at the right time. A proposal for a statewide transfer planning system and online tool to facilitate access to transfer information was created by a cross-sector group and became a component of the HECB Budget Request for 2010-2011. This Academic Guidance and Planning System (Academic GPS) proposal is broadly supported throughout the state and could address many of the issues outlined in the *Strategic Master Plan* and suggested by the Legislature.

The Governor and Legislature have placed a top priority on the continuous improvement of our transfer system. The HECB will continue to work closely with its collaborating institutions and organizations to improve students' ability to transfer successfully and increase the number of baccalaureate degrees granted in Washington.

Context

2008 Strategic Master Plan for Higher Education in Washington¹

A goal of the *2008 Strategic Master Plan for Higher Education in Washington* is to “create a high-quality higher education system that provides expanded opportunity for more Washingtonians to complete postsecondary degrees, certificates, and apprenticeships.” One of four strategies to raise educational attainment is to “create a system of support for lifelong learning” for a wide range of students. A goal of this strategy is to make transfer more user friendly so that greater numbers of students will successfully transfer and complete bachelor’s and advanced degrees.

About 41 percent of the 16,800 students awarded degrees at Washington public baccalaureate institutions in the 2000-01 academic year had completed at least 40 credits at a community or technical college. Of these students, 67 percent (27 percent of those earning baccalaureate degrees) had completed an academic associate degree, and another 5 percent (2 percent of baccalaureate degree earners) had completed both an academic and a technical associate degree prior to transfer. Despite these successes, some students who begin their academic journey at community colleges with the intention of transferring and completing a baccalaureate degree never reach their goal.

In the 2004-05 academic year, about half of the students who had enrolled in 2001-02 intending to transfer in pursuit of a bachelor’s degree actually had transferred to public four-year colleges in Washington.

Two separate but connected initiatives are being implemented to address increasing mobility among students: (1) further alignment of institutional policies and practice to ensure that students have flexibility in designing their path to a degree and (2) dissemination of the right information to students at the right time.

¹ The *2008 Strategic Master Plan for Higher Education in Washington* is available at <http://www.hecb.wa.gov/research/masterplans/masterplansindex.asp>.

The master plan identifies the following “needs” to provide students with maximum flexibility in planning their route to a degree and addressing these two initiatives:

- Design additional pathways that allow community and technical college students to prepare for entry into selective majors at more than one baccalaureate institution.
- Connect faculty and administrators across institutions and sectors more broadly and more regularly to ensure that pathways stay current with expectations of industry and that other obstacles can be dismantled.
- Regularly assess these pathways in greater depth to ensure they are providing students with the most efficient road to their educational goals.
- Create a clear communication system with students and their families to make transfer work well. A single, statewide Web site, with information on course articulation, transfer requirements, and other relevant information is needed.

Public and private higher education institutions work through the Joint Access and Oversight Group (JAOG) to continue and strengthen policy work that smoothes transfer pathways for current and future students. The expected outcome is an increase in the number of students who transfer successfully between two- and four-year institutions as measured under our current accountability framework.

Legislative Reference - Transfer and Articulation²

Community and technical colleges play a vital role for students obtaining baccalaureate degrees in Washington. Increased demand comes from larger numbers of students seeking access to higher education and greater expectations from employers for the knowledge and skills needed to expand the state’s economy. Community and technical colleges are an essential partner in meeting this demand.

During the 2004 session, the Legislature expressed, through passage of HB 2382,³ a need for the higher education system to expand its capacity to enroll transfer students in baccalaureate education. The Higher Education Coordinating Board was directed to take a leadership role in working with the community and technical colleges and four-year institutions to ensure efficient and seamless transfer across the state by:

- Building clearer pathways to baccalaureate degrees.
- Improving statewide coordination of transfer and articulation.
- Ensuring long-term capacity in the state’s higher education system for transfer students.

² RCW related to Transfer and Articulation can be found in Appendix A.

³ Codified as 28B.76.250

In the same year, the Legislature and Governor clarified the roles and responsibilities of the Higher Education Coordinating Board specific to transfer and articulation policies.⁴ The HECB is directed to “adopt statewide transfer and articulation policies that ensure efficient transfer of credits and courses across public two- and four-year institutions of higher education. The intent of the policies is to create a statewide system of articulation and alignment between two- and four-year institutions.”

Together the bills outlined the requirements for a statewide transfer of credit policy and agreement and requirements for the development of transfer associate degrees for specific academic majors that will satisfy lower-division requirements at public four-year institutions of higher education.

HB 2783 was introduced during the 2008 session and would have required the HECB to develop work groups to address four issues related to student success that were aligned with strategic master plan objectives: a statewide transfer planning system; an online planning tool to facilitate access to this information; a means to identify, at time of registration, course applicability to degree goals; and a list of transfer students’ rights and responsibilities. Although HB 2783 did not become law, the Governor directed the groups to continue work and submit a combined proposal for the 2009 legislative session.

The Higher Education Coordinating Board, the State Board for Community and Technical Colleges (SBCTC), and the institutions (through JAOG) developed work groups to address issues raised in HB 2783. The work groups met throughout 2008 and the progress to date is highlighted in the **Progress on Policy Initiatives** section of this report.

Organizations and Offices Addressing Transfer Issues in Washington

Both the strategic master plan for higher education and the Legislature direct the HECB to convene work groups to address transfer issues that include stakeholders from all sectors of education in Washington. These statewide cross-sector groups and offices are involved in every aspect of transfer and include within-sector groups that represent the public baccalaureates, public two-year colleges, and the Independent Colleges of Washington. These groups are referenced throughout this report and an updated list of groups and offices is located in Appendix B.⁵

⁴ Codified as 28B.76.240

⁵ A current list can be found on the HECB Transfer website: <http://www.hecb.wa.gov/research/issues/transfer.asp>.

Transfer Indicators

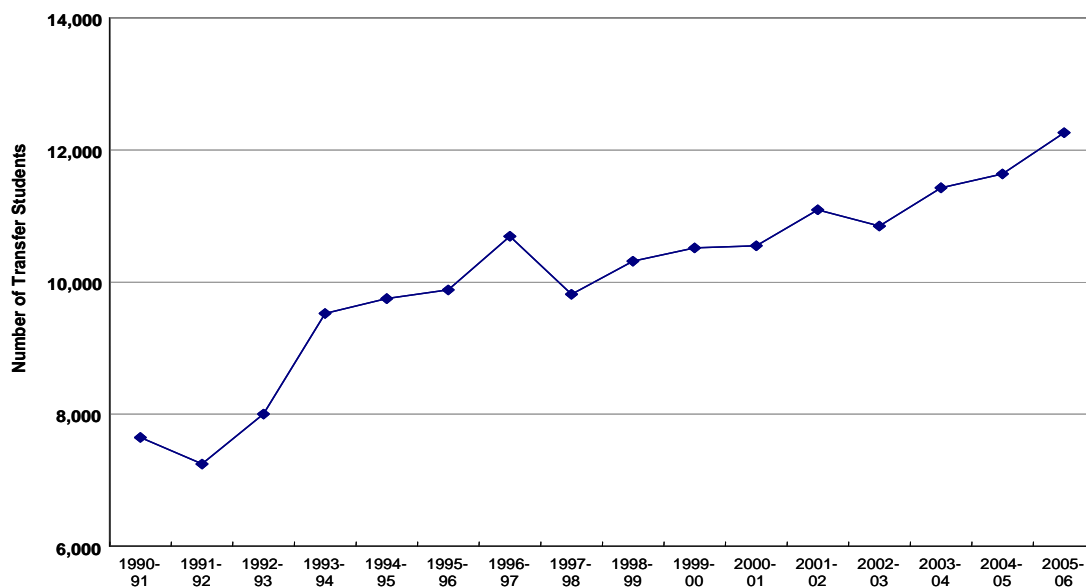
Trends in Student Transfer and Articulation

The *2008 Strategic Master Plan for Higher Education* outlines a policy goal to increase the total number of baccalaureate degree production by 13,800 annually so that citizens are able to compete for the best jobs in the state's economy – those that require bachelor's preparation or higher. A key strategy for increasing the number of bachelor's degrees is to improve the numbers of students who transfer successfully from the community and technical colleges to the four-year institutions.

Data collected over the last 16 years on student transfer shows the number of students who have successfully transferred from a community or technical college to a four-year institution has increased.

According to data compiled by the SBCTC, just over 7,600 students transferred from public community and technical colleges to public baccalaureate institutions in 1990. By 2005, the number of transfer students had grown to 12,262.⁶

Figure 1
**Transfers from Community and Technical Colleges
to Public Baccalaureate Institutions**

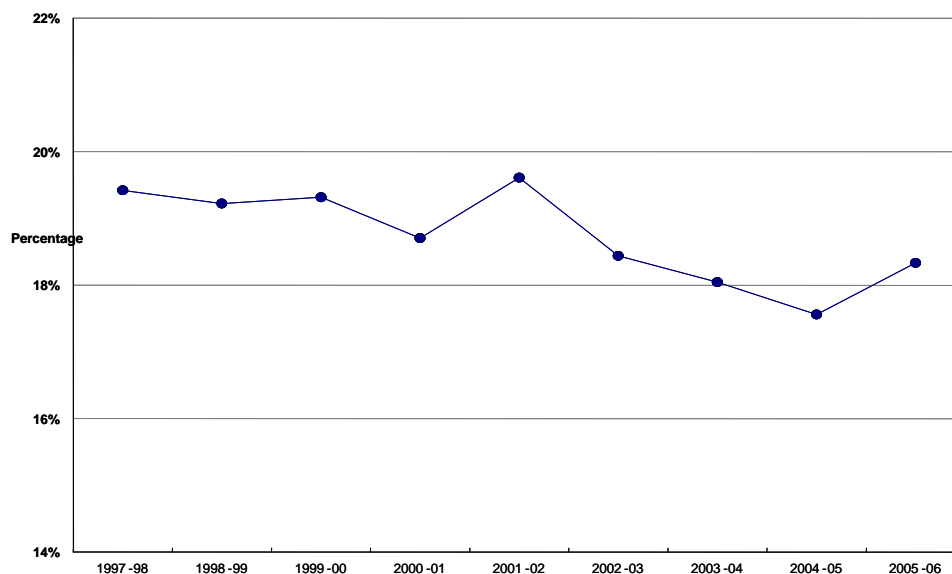


Source: HECB analysis of data provided by the State Board for Community and Technical Colleges.

⁶ Figure includes Running Start and students transferring into self-sustaining programs.

Even though the number of students transferring from the two-year to four-year institutions has increased, the rate at which they transfer has remained relatively static, and actually declined this decade. The transfer rate measures the percentage of students who actually transfer after entering the community colleges saying they intend to transfer. In 2001-02, the transfer rate was about 20 percent and has fallen to 18 percent in the 2005-06 academic year (see Figure 2). This static transfer rate may be attributable to lack of capacity at the four-year institutions, lack of adequate preparation, financial issues, difficulty in navigating the system, or other reasons not fully understood. Although the transfer rate has begun to rebound and the number of students who transfer to four-year institutions has continued to increase, these gains have not yet improved the state's ranking in terms of bachelor's degrees awarded.

Figure 2
Percentage of Community and Technical College Students who Transfer Each Year



Source: HECB analysis of data provided by the SBCTC Student Data Warehouse. Transfer rate is calculated based on total transfers to public baccalaureate institutions, including Running Start, as a percentage of students who declared their intent to transfer (all funds).

Transfer Profile⁷

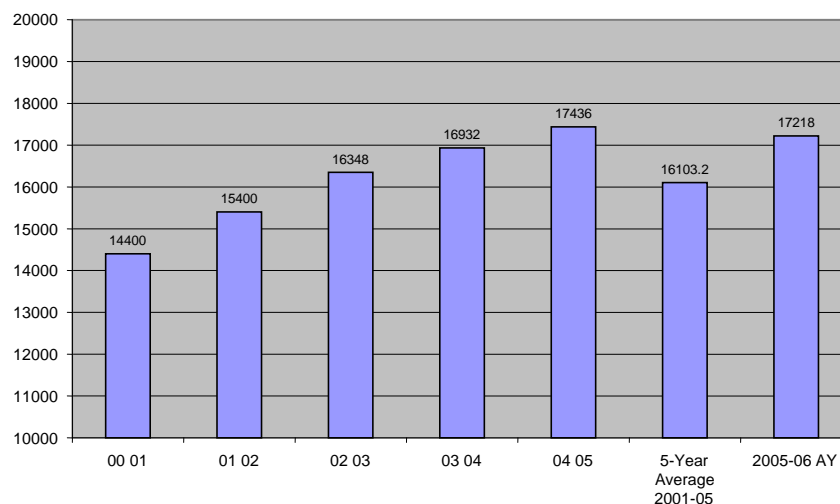
Students who transfer from two- to four-year institutions make up more than 40 percent of those earning degrees annually in Washington. More than 70 percent of the students who access higher education in our state do so first at a two-year institution. Seen from this perspective, the transfer process is a vital link in our state's higher education system.

As Washington's population has more than doubled in the last 20 years, the state has attempted to expand its four-year capacity by developing regional affiliates. However, transfer remains a principal element of the system and increasing transfer success rates a principal means of ensuring that more students earn bachelor's degrees.

The Washington higher education accountability framework contains three performance measures that are designed to track progress in transfer. One measure reports the number of students who complete at least 45 credits of core coursework with a GPA of 2.0 or higher; this data is displayed in Figure 3. Results show a steadily growing number of students reaching this benchmark between 2000 and 2005. There was a slight drop in the number of students deemed "ready for transfer" in 2006. However, even with this drop the 2006 level exceeded by 1,100 students the annual average over the previous five years

Figure 3

**Number of CTC Students Earning 45 or More Core Course Credits with Minimum 2.0 GPA
READY FOR TRANSFER**



Another measure focuses on whether students are realizing their intent to transfer. To measure this, it is necessary to determine what happened within a three-year period of the time students enrolled in the two-year college sector indicating they intend to transfer to a four-year institution.

⁷ Accountability for Student Success in Washington Higher Education available at <http://www.hecb.wa.gov/news/newsreports/documents/AccountabilityPDF-Complete.pdf>.

Baseline data are given for students who enrolled at Washington community and technical colleges in 2001-02 declaring their intention to transfer and pursue a four-year degree. Students who completed at least 15 college level credits were included. (Trend data is forthcoming).

Figure 4

Three-year outcomes for students who completed at least 15 credits at community colleges after enrolling in 2001-2002 indicating they intended to pursue a bachelor's degree.

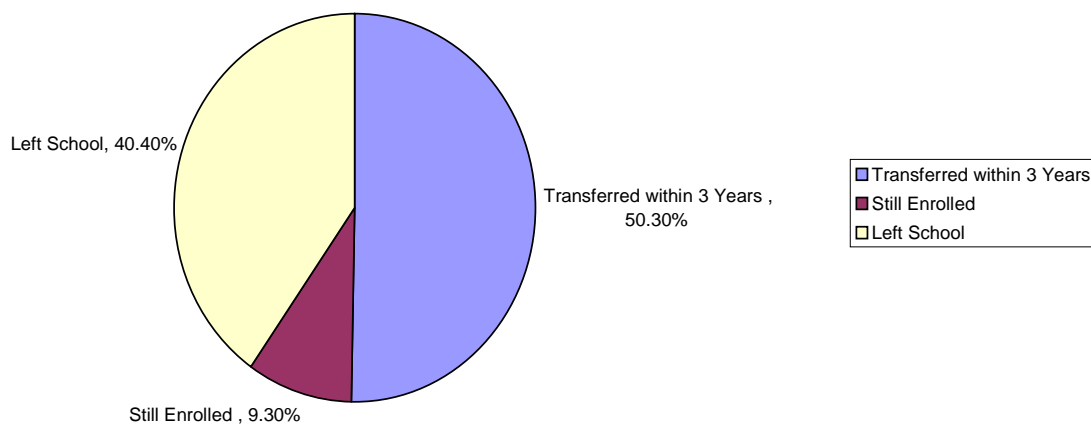
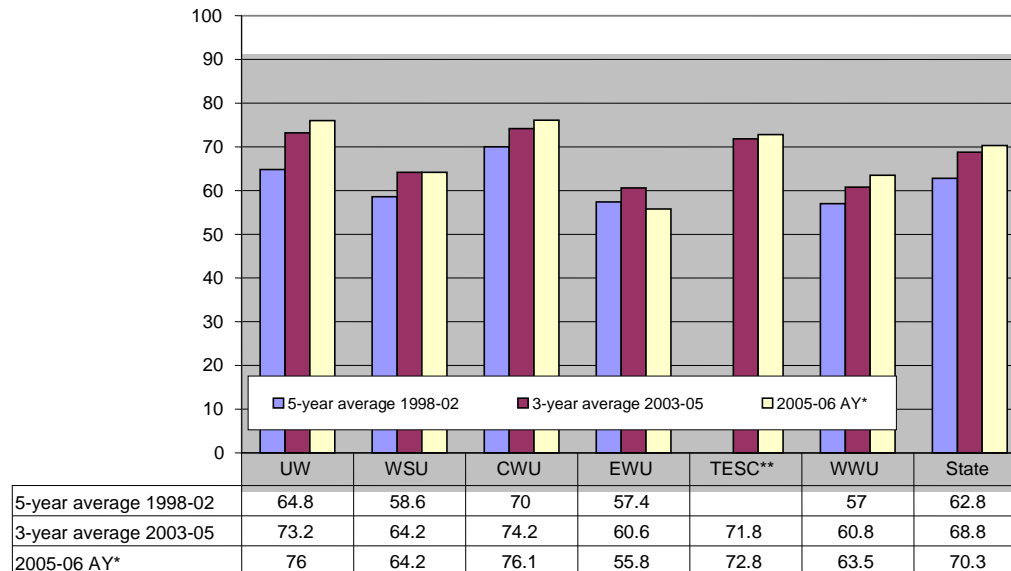


Figure 5 shows improvement in the outcomes of students who transfer. In 2005-06, more than 70 percent of transfer students completed a bachelor's degree within three years. This compares to just under 63 percent in the baseline year.

Figure 5
Percentage of students graduating
within three years of earning their associate degree.

*Data for UW and State listed under 2005-06 AY is actually from 2004-05
 ** No data prior to 2003-04 available for TESC



Sector-to-Sector Transfer⁸

Transfer is often described as a “pipeline” that flows in one direction from high school through postsecondary education. Sector to sector transfer data suggests considerable movement within our system that flows in several directions. In academic year 2005-2006, more than 32,000 students transferred from one Washington higher education institution to another and these students fell primarily into four categories:

1. The largest number of students – 15,000 – followed the most common path of transferring from a community or technical college to a baccalaureate institution in Washington, either public or private.⁹
2. The second largest group – 10,810 – transferred among community and technical colleges. Students mention various reasons for this pattern of attendance:
 - a. Convenience – completing prerequisite courses at a college close to work or home in preparation for a program offered at another community or technical college.

⁸ Student Mobility Among Washington Institutions of Higher Education: 2005-06. See detailed report in Appendix C. <https://fortress.wa.gov/hecb/portal/default.aspx/Common/Mobility%20Report/default.aspx>. Accessed August 7, 2008.

⁹ Data provided by the State Board for Community and Technical Colleges.

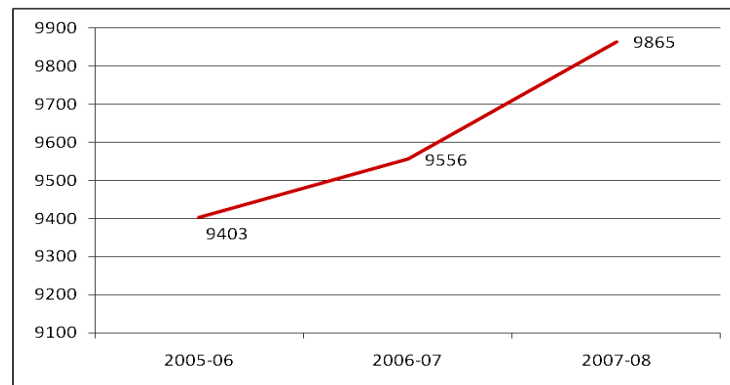
- b. Selection – attending two or more colleges simultaneously in order to register for courses needed for graduation that are unavailable at a single campus, either due to limited offerings or registration scheduling.
 - c. Stop outs – students may ‘stop out’ for a quarter or more and re-enter at a different college for reasons of convenience or personal choice.
- 3. Over 5,000 students followed a path often referred to as “reverse transfer” – from baccalaureate institutions to community and technical colleges. Reasons students follow this path include:
 - a. Financial – students decide to return to a community or technical college for the financial benefits of lower tuition.
 - b. Environment – students go away to school and decide they would prefer to return home and be closer to family on a smaller community or technical college campus.
 - c. Performance – students perform poorly and return to the open door community and technical college to regain their successful study habits and improve their grades.
- 4. There were 2,000 transfers between baccalaureate institutions, including private-to-private, private to public, public to private, and public-to-public.

Sector-to-Sector Transfer - AY 2005-2006

From Institution Type	To Institution Type	Number of Students
CTC	CTC	10,810
CTC	Baccalaureate	15,000
Baccalaureate	CTC	5,104
Baccalaureate	Baccalaureate	2,266
Total Transfers		33,180

The largest transfer group – community and technical college to public baccalaureate Institution – demonstrates the continuing trend of increased transfer across and between all sectors. Between academic year 2005-06 and 2007-08, there was a 4.7% increase in the number of community and technical college students transferring to public baccalaureate institutions as shown in Figure 6 below on the next page.

Figure 6
Community and Technical College Transfers to Public Baccalaureates
Academic Year 2005/06 – 2007/08



Although the total number of students transferring from community and technical colleges to baccalaureate institutions continues to increase, there remains a large percent of students intending to transfer who never do. The Progress on Policy Initiatives section of this report documents progress on several initiatives designed to improve transfer in Washington.

Proportionality

Any higher education system that emphasizes the two-plus-two model for producing bachelor's degrees, as Washington's system of higher education does, relies heavily on the transfer process. This ensures the system functions effectively and provides access for students.

In 1994, the Higher Education Coordinating Board adopted the policy position that institutions of higher education would set individual proportionality agreements among themselves based on 1992-93 transfer levels between public community colleges and the public baccalaureate institutions. In 1992, the public baccalaureates established proportionality goals to provide assurance that students from the community and technical colleges wishing to transfer would be accommodated.

In the spring of 2005, the Washington Legislature passed, and the Governor signed HB 1794. This legislation expanded authority of UW and WSU branch campuses to include lower-division offerings (freshman and sophomore) and reaffirmed the responsibility of these campuses to continue serving upper-division transfers from community and technical colleges. Proportionality agreements were signed at this time to ensure continued access for these students to baccalaureate instruction at these campuses.

The HECB maintains and continues to monitor the proportionality agreements established by the institutions and compare actual transfer numbers with the goals established for campuses in both the 1992 and 2005 agreements. Goals are specific to each institution.

Between 2001 and 2008, all but one of the public baccalaureate institutions exceeded their proportionality goals – meaning that transfer students made up a greater portion of their entering class. The only exception is the University of Washington Tacoma, a branch campus whose proportionality agreement was initiated in 2007.

In order to standardize reporting methodology, the HECB began using the Public Centralized Higher Education Enrollment System (PCHEES) to monitor proportionality for 2006-07. The calculation includes all transfer students from public community and technical colleges within a full academic year divided by the total number of new students, including running start students. Graduate and professional students are not included.

Institution	Goal in Proportionality Agreement (1992-93)	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07 (HECB)	2007-08 (HECB)
CWU	30%	32%	44%	44%	42%	43%	43%	42%
EWU	29%	34%	29%	34%	31%	31%	29%	29% ¹⁰
TESC	29%	45%	45%	45%	49%	49%	45%	43%
WWU	32%	33%	35%	35%	34%	34%	37% ¹¹	32% ¹²
UW Seattle ¹³	30%	29%	32%	33%	35%	32%	31%	33%
UW Bothell	52%							63%
UW Tacoma	72%							65%
WSU Pullman	27%	29%	33%	30%	29%	29%	35%	32% ¹⁴
WSU	NA*							69%

¹⁰ EWU's own proportionality calculations use data drawn from Table 7 of the HEER report, excluding summer term numbers.

¹¹ Varies from a HECB figure of 29 percent due to the inclusion of Running Start data

¹² WWU proportion is decreasing for several reasons: transfer applications have decreased; freshman applicants with Running Start credit have leveled off; significant growth in freshman applicants with AP credit; and significant growth in the entire freshman applicant pool.

¹³ UW Seattle identified proportionality numbers by reviewing records to assure all Running Start students with 40 or more credits were included. Four-year exchange students were eliminated (i.e., they are not degree-seeking students) from the total number of entering students. Revised calculations are reflected. In general, census day data was used except in the identification of Running Start students. For Running Start, data was collected from later in each of those terms to ensure that all transfer credit was entered in their transfer records. The addition of Running Start increases proportionality from HECB data of 24 percent for 2006-07 and 26 percent for 2007-08.

¹⁴ A WSU Pullman proportionality query for 2007-08 produced a calculation of 32 percent compared to a HECB calculation of 33 percent. The criteria differ from the HECB set by eliminating "unclassified" and summer. New students in summer that enroll in fall are counted as new students in fall; therefore, inclusion of summer would produce duplication.

Tri-Cities								
WSU Vancouver	NA*							64%
*Two WSU system campuses – WSU Vancouver and WSU Tri-Cities – requested that they not be required to set proportionality targets, but rather agreed to accept all students in their special feeder CTC programs that assure joint advising. The SBCTC and HECB agreed to this approach, and to monitor outcomes. WSU Spokane is included in WSU Pullman calculations.								

Future Work Related to Proportionality

- This new approach results in slight variances between 2006-08 data and data historically provided by campuses. Although footnotes clarify these variances, a review of methodology is required. The HECB is continuing to work with campuses to develop a single reporting methodology for future years.

Transfer Degrees by Category¹⁵

Students planning to transfer in Washington may follow several approaches or pathways. These include:

- **Direct Transfer Agreement associate degree (also called “the DTA”):** The DTA focuses on meeting the common lower-division general education requirements and preparation for the major.
- **Associate of Science – Transfer (AS-T):** This degree focuses on the math and science courses needed to prepare for biology, chemistry, earth science, physics, computer science, and engineering majors.
- **Major Related Programs (MRPs):** Students in some majors must carefully select their elective and general education courses to assure they will be eligible to apply for the major in their junior year. For these majors, colleges and universities have developed major specific agreements (“major related programs” or MRPs) that assure transfer students complete requirements in a manner parallel to university freshmen and sophomores. Each agreement follows either the DTA or AS-T structure.

The SBCTC reports information on transfer degrees by category on an annual basis. For the 2007-08 academic year 13,144 transfer degrees were awarded. As displayed below, the vast majority of transfer degrees was DTA and related MRPs – over 95%.

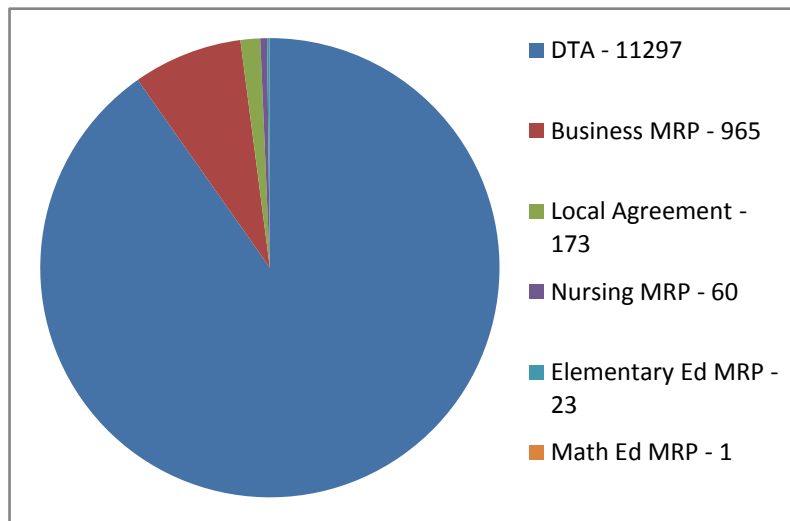
Total AS-T	625	(4.80%)
Total DTA	<u>12,519</u>	(95.20%)
Total Transfer Degrees	13,144	

¹⁵ 2007-08 Transfer Degrees by Category (excludes General Studies and Technical Degrees). SBCTC.

Major Related Programs

The first MRPs were implemented in 2003 and data are just now being collected through the Roll of Transfer in the Baccalaureate study on the success of students completing one of the most popular pathways – the Business MRP. Data for DTA and DTA-based MRPs for academic year 2007-08 are displayed in Figure 7. Of 12,519 students awarded the DTA or a DTA-based MRP, less than 10 percent completed an MRP. Business MRP recipients were the largest at 965, with nursing a distant second at 60. However, many of the MRPs are recent additions and the number of participants in these pathways continues to grow.

Figure 7



The number of students completing MRP associate degrees has grown 25.4 percent over the previous year – from 800 students in 2006-07 to 1,072 in 2007-08¹⁶. The three most popular MRPs over the past year – Business, Nursing, and Elementary Education – made up 97.7 percent of all MRP completers.

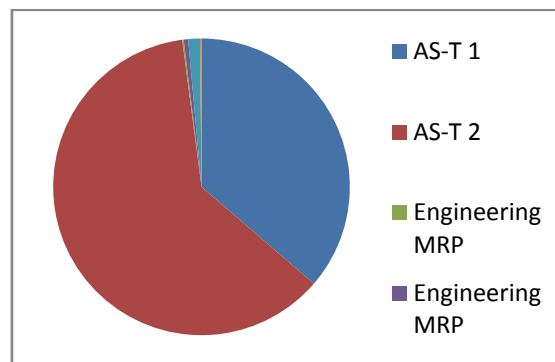
DTA MRP	Degrees Completed	Percent of Total
Business	965	90.0%
Nursing	60	5.6%
Elementary Education	23	2.1%

¹⁶ 2007-08 Transfer Degrees by Category (excludes General Studies and Technical Degrees). SBCTC. This report is located in Appendix J.

As shown below, the number of students earning AS-T based MRPs is very small. Both Biology and Computer Science are currently included in AS-T MRPs and both are being reviewed and perhaps revised to meet DTA requirements in hopes of attracting more students.

Associate of Science – Transfer (AS-T)	
AS-T 1	227
AS-T 2	385
Engineering MRP	1
Engineering MRP	3
Engineering MRP	8
Physical Ed MRP	1
Total AS-T	625

Figure 8



Progress on Policy Initiatives

Transfer Policy in Washington State¹⁷

In December 2007, a report was released by the Joint Access Oversight Group that summarized transfer policy. The report noted, “The higher education system in Washington provides many paths to a baccalaureate” and proceeded to describe these complex pathways in detail. HECB

¹⁷ The full report - *Transfer Policy in Washington State - JAOG* (December 2007) - is available at <http://www.hecb.wa.gov/research/issues/transfer.asp>.

staff participated in the development of the report, and components are incorporated into this report on transfer, as is progress on the many pathways and initiatives described in the JAOG report.

The JAOG report on transfer policy gives an overview of the educational system in Washington. Bachelor's degrees and their components are described, including definitions of different credit systems used within the state. Numerous associate degree pathways are described and tables clearly outline what types of courses transfer and to what degrees they apply.

The JAOG report noted that:

- The courses that transfer best parallel those taken by freshmen and sophomores at universities seeking entry to the same major. The MRP, DTA, and AS-T pathways are designed specifically to parallel such course selections.
- Courses taken in the AAS-T (workforce degree) transfer best to an applied baccalaureate degree that is specifically designed to match the focus in the workforce degree. Otherwise, the technical coursework does not generally transfer.
- Students who transfer without a degree and take courses similar to those traditionally offered by universities will have those transfer courses accepted. However, a course taken without completing a degree may not transfer if there is no parallel course offered at the student's baccalaureate institution.

The report also provided recommendations that have guided much of our subsequent work. Specifically, the report indicates that:

- “(t)he best designed transfer pathway does not work until students find and follow it. Washington State has a critical need for better use of technology to share, all in one place, the map of transfer paths . . . Better use of technology to enhance communication among institutions will also ensure that maps are clear, accurate, and up-to-date.”
- The report goes on to recommend that “the state of Washington needs a Web-based statewide advising tool kit to guide students toward the most efficient pathways to achieve their goals and to connect and organize each college's and university's course data in a way that is easy for students and families to navigate.”

Transfer Student Rights and Responsibilities

In her veto message to HB 2783 last year, Governor Gregoire asked the HECB and SBCTC to continue working on transfer issues through the Joint Access Oversight Group. In addition to a list of student rights regarding transfer, the Governor requested that these agencies develop ways to inform students, in clear language, about the transfer process and the information they need to continue their educational careers. Legislators and other policy makers shared this gubernatorial interest.

In 2008, a work group consisting of students and cross-sector representatives was formed to address:

- Development of a transfer student rights and responsibilities document.
- Ways to inform students, in clear language, about the transfer process and the information they need to continue their educational careers, including answers to frequently asked questions.

After several meetings, a draft rights and responsibilities document was developed. This document clearly outlines both student and institutional rights and responsibilities and mirrors concepts delineated in the *1986 Policy on Intercollege Transfer and Articulation Among Washington Public Colleges and Universities (Umbrella Policy)*.¹⁸

The document presents seven guidelines that delineate fair and equitable treatment of transfer students by the colleges and universities of Washington. These include rights to clear, accurate, and current information about transfer, treatment of transfer students equal to students admitted directly to baccalaureate institutions, and clearly defined methods to clarify transfer decisions and resolve transfer difficulties with the receiving institution. Guidelines for colleges and universities mirror those for students and include the responsibility to communicate transfer-related decisions to students in writing and include information about student transfer rights and responsibilities.

This document was approved by JAOG in December 2008 and is currently being reviewed by baccalaureate and community and technical college educational leadership for approval. A copy of this draft document is located in Appendix F.

The work group began its second task of creating simple statements for students using a Frequently Asked Questions format. These statements are based on current policy and practice. Tentative completion is planned for March 2009; the final document will be available on the HECB transfer Web site. This document will include:

- A glossary of terms used in higher education and transfer.
- Tips for transferring students, a timeframe for successful transfer.
- Q and A to inform transfer students what they need to know.

A proposed new Academic Guidance and Planning System (Academic GPS) was seen by the group as an obvious vehicle for communicating both the rights and responsibilities and transfer information to students. In 2009, the work group will continue to identify any transfer areas that need additional broad discussion or policy change and make recommendations.

¹⁸ ICRC Handbook, updated July 2008.

Future Work Related to Student Rights and Responsibilities

- The next steps for this workgroup include creation of a glossary of terms used in higher education and transfer, tips for transferring students, a timeframe for successful transfer, and a Q and A to inform transfer students what they need to know. These will be available for all campuses to use in addition to being posted on the HECB transfer website.
- A proposed new Academic GPS was seen by the group as an obvious vehicle for communicating both the rights and responsibilities and transfer information to students.
- The work group will continue to identify any transfer areas that need additional broad discussion or policy change and make recommendations.

Direct Transfer Agreement (DTA)¹⁹

The Direct Transfer Agreement (DTA) Associate Degree – sometimes called the Associate in Arts or Associate in Arts and Sciences – is the community college degree designed to transfer to Bachelor of Arts degrees at Washington baccalaureate institutions and satisfy the lower-division general education program at those institutions. For most majors in the arts, humanities and social sciences, the DTA is the primary transfer tool. Characteristics of degrees structured under the DTA umbrella provide:

- Priority consideration in the admissions for most humanities and social science majors at public universities ahead of non-degreed transfers.
- Completion of lower-division general education requirements.
- Credit for all courses completed within the DTA up to and, in some cases, beyond 90 credits.
- Opportunity to explore several fields of study through the category of up to 30 credits of elective courses.
- Opportunity to complete prerequisites for a future major.

The DTA includes course and credit requirements in the basic areas of communication and quantitative and symbolic reasoning and distribution areas of humanities, social sciences, and natural sciences. An elective category is included that allows students to explore or prepare for possible majors at the baccalaureate level or include other college level courses as defined by the community college or receiving institution.

¹⁹ The current Direct Transfer Agreement with Provisos is located in Appendix G.

Groups interested in transfer monitor courses used to satisfy requirements of the DTA. In 2008, issues related to the intermediate algebra proficiency requirement of the DTA were raised at the Joint Access Oversight Group (JAOG). A taskforce was charged with making a recommendation that specifically delineates the math proficiency requirement in the DTA.

Desired outcomes of this cross sector taskforce include:

- Development of agreed-upon student abilities that define “college-readiness” in mathematics for the purposes of transfer and transfer admissions.
- Development of agreed-upon descriptors for the courses that meet those standards.
- Communication to CTCs how to develop and maintain courses that meet the requirements.
- Communication to baccalaureate institutions how to identify and treat such courses in transcript evaluations, both for transfer of credit and transfer admission.

The task force met throughout the fall of 2008 and developed a short-term agreement that clarified how baccalaureate institutions would treat various intermediate algebra courses in transfer admissions. In addition, the task force charged three work groups to develop long-range solutions for the taskforce to review. The work groups will report back to the task force in January 2009.

Future Work Related to the DTA

- The task force will recommend solutions that specifically delineate the math proficiency requirement in the DTA and clarifies quantitative and symbolic reasoning requirements.
- Other components of the DTA are being evaluated by the Joint Access Oversight Group (JAOG) for review and clarification.

Associate of Science-Transfer (AS-T) Degree #2 Revised²⁰

The Associate of Science Transfer (AS-T) Degree #2 is one of two statewide master agreements related to transfer adopted by the HECB²¹. The degree is designed to prepare students for upper-division study in engineering, computer science, physics, and atmospheric science. The AS-T agreement was originally adopted by the HECB in spring 2000. In September 2008, the HECB approved changes to the AS-T Degree #2.

²⁰ The revised AS-T #2 is located in Appendix I.

²¹ The AST has two degree options. Degree #1 is designed to best serve students intending to transfer into Biological Sciences, Environmental/Resource Sciences, Chemistry, Geology, and Earth Science (this degree is located in Appendix H). Degree #2 is designed for student planning to enroll in of engineering, computer science, physics, and atmospheric science majors. The other statewide agreement is the Direct Transfer Agreement (DTA), adopted by the Board in 1996, effective beginning 1998.

In response to feedback from faculty and advisors, the degree was modified to reduce the number of computer programming credits required to a minimum of four credits and increased elective credits by the same amount. This change was seen as a way to open the degree to more students while continuing to satisfy updated ABET²² accreditation requirements. In addition, AS-T Degree #2 changes included 2005 agreement language regarding acceptance of social science and humanities credits.

The modified AS-T Degree #2 was sent to participating colleges and universities July 1, 2008 with a recommendation of approval. The changes were approved by the HECB in 2008 and will take effect for transfer students entering in fall 2009. This revised AS-T #2 can be found in Appendix I.

A second document – the Engineering MRP – was modified to adjust requirements to match changes in the AS-T # 2 agreement above. Major Related Programs may be modified by the institutions that developed the agreement and requires no action by the HECB. This modified MRP agreement will be effective the same date as the master agreement change – for students accepted in transfer for fall 2009.

Major Related Programs²³

The purpose of Major Related Programs (MRP) is to help transfer students better prepare for the junior year. Two-year and four-year institutions work together to create transfer associate pathways outlining the appropriate courses in order for students to be well prepared to enter the major upon transfer. Pathways follow one of the two statewide transfer agreements outlined above - the DTA or the Associate in Science (AS-T).

The Joint Access Oversight Group established criteria to identify where MRPs may need to be developed for a given major. An MRP will be considered when the following are applicable:

- The number of courses specified as preparation for the major and needed in the first two years is substantial.
- Several institutions award the bachelor's degree in the field.
- A credit gap exists: total credits earned by transfers who graduate are substantially higher than credits earned by students who started at a baccalaureate institution.
- A pattern of under-preparation exists for most transfer students.
- The major is in high demand by students.

²² ABET is the recognized accreditor for college and university programs in applied science, computing, engineering, and technology. ABET currently accredits 2,800 programs at more than 600 colleges and universities nationwide. ABET is recognized by the Council for Higher Education Accreditation (CHEA).

²³ Includes updated information from *Transfer Policy in Washington State: Report of the Joint Access Oversight Group – December 2007* available at <http://www.hecb.wa.gov/research/issues/transfer.asp>.

Following is a current list of all MRPs, including those completed since the last update report in December 2006 and those in process.²⁴

MRP Pathways Based on the Direct Transfer Agreement (DTA)

- Associate in **Earth Space Secondary Education** DTA/MRP Preparation for secondary teaching in earth and space science. *Approved spring 2008. Institutions: CWU, EWU, WWU, WSU, and PLU.*
- Associate in **Construction Management** DTA/MRP. *Approved spring 2008. Institutions: UW, WSU, CWU and EWU.*
- Associate in **Technology** DTA/MRP for transfer to CWU's Construction Management, Safety and Health Management, Industrial Technology & Technology Education or EWU's Design, Construction, Manufacturing, and Electronics Tech. *Approved winter 2007.*
- Associate in **Technology** DTA/MRP for transfer to CWU's industrial technology and EWU's technology majors. *Implemented in 2007. Institutions: CWU and EWU (these are the only institutions offering these degrees).*
- Associate in **Business** DTA/MRP for transfer to business and accounting bachelors degree programs. *Implemented in 2003, revised in 2006. Institutions: CWU, EWU, WWU, UW, WSU, Gonzaga U, Heritage U, Pacific Lutheran U, St. Martin's U, Seattle Pacific U, Seattle U, and Walla Walla U.*
- Associate in **Pre-Nursing Science** DTA/MRP to transfer into basic nursing (not RN to BSN pathway – see below) programs. *Implemented 2005. Institutions: UWS, WSU, Northwest U, Seattle U, Seattle Pacific U, Pacific Lutheran U, and Walla Walla U.*
- Associate in **Elementary Education** DTA/MRP to transfer to teacher certification programs. *Implemented in 2005. Institutions: CWU, EWU, WSU, WWU, City U, Gonzaga U, Heritage U, Lesley U, Pacific Lutheran U, St. Martin's U, Seattle Pacific U, Walla Walla U, Whitworth U.*
- Associate in **Math Education** DTA/MRP to transfer to teacher certification programs in secondary math. *Implemented 2003. Institutions: CWU, EWU, WWU, WSU.*

MRP Pathways Based on the Associate in Science (AS-T)

- Three engineering technology pathways – **Electronics Engineering Tech, Computer Engineering Tech, and Mechanical Engineering Tech** AS-T/MRP for engineering technology transfer. *Implemented 2007. Institutions: CWU, EWU, and WWU (these are the only institutions offering these degrees).*
- Three engineering pathways – **Bioengineering and Chemical Engineering, Computer and Electrical Engineering, and Mechanical/Civil/Aeronautical/Industrial/Materials Science Engineering** AS-T/MRP, for engineering transfer. *Implemented in 2005.*

²⁴ Official MRP documents may be accessed at <http://www.hecb.wa.gov/research/issues/transfer.asp>.

Institutions: EWU, UW, WSU, Gonzaga U, St. Martin's U, Seattle Pacific U, Seattle U, and Walla Walla U.

- Four secondary science teacher pathways – Associate in **Biology Education**, Associate in **Chemistry Education**, Associate in **General Science Education**, and Associate in **Physics Education** AS-T/MRP to transfer for teacher certification in secondary sciences. *Implemented 2003. Institutions: CWU, EWU, WWU, WSU, and St. Martin's U.*

Two Additional Pathways Currently Under Development

Biology

The current transfer pathway is the Associate in Science–Transfer (AS-T). Although the AS-T works well for engineering and math, it does not appear to work for biology due to the extensive math requirements. In addition, an Intercollege Relations Commission (ICRC) review of the best-matched associate degrees for biology majors provided evidence that the existing AS-T pathway was not working.

A work group formed by ICRC in 2008 identified commonalities in programs across the state, discussed the pluses and minuses of a taxonomic or concept-oriented curriculum. In addition, the work group agreed that all participating baccalaureate institutions would want the following four areas covered: ecology, evolution, major cell, and molecular biology, and organismal (plant and animal) physiology. A draft DTA-based MRP was developed that addressed all major issues and is being circulated for comment with final approval anticipated March 2009.

Computer Science

The current transfer pathway is the Associate in Science–Transfer (AS-T). Although the AS-T works well for engineering (including computer engineering) and math, it does not appear to work for the various types of computer science degrees at Washington baccalaureate institutions. A work group was formed in 2008 to evaluate the most discipline-appropriate choices for courses that would complete DTA or AS-T requirements and determine which pathway works best.

The work group met and compared DTA and AS-T requirements with baccalaureate institution computer science and related degree requirements. Due to variations in programs in this still-emerging discipline, it was determined that a DTA-based MRP should be developed and there need to be at least two tracks with a goal across all institutions to make the computer science discipline accessible to all interested students with an aptitude for computing. Track I would prepare students for a degree similar to the Bachelor of Science degree in Computer Science; Track II would prepare students for a bachelor's degree in a field related to Computing Systems/Technology, Applied Computing, or Computing and Information Systems.

The target date for a draft DTA-based Computer Science MRP is March 2009. Issues that continue to be addressed by this work group include:

- Flexibility that will be required within a successful MRP as well as from the baccalaureate institutions signing on to the agreement due to the diverse nature of computer science programs across institutions.
- Quantitative and natural science requirements are still under review.
- Some universities may review their requirements and make changes to adapt to suggested CS MRP requirements. Others will require provisos that specify institution-specific area requirements for the MRP to move forward.

Future Work Related to MRPs

- Complete Biology and Computer Science MRPs
- The HECB, SBCTC, JAOG, and other groups have agreed to focus on assessment of the current MRPs before deciding on the creation of new MRPs beyond those currently under development.

Process for Changing Statewide Agreements²⁵

In 2008, JAOG, in conjunction with the HECB, adopted a policy to guide changes in the DTA and AS-T statewide transfer agreements. Transfer documents are reviewed often and updated as necessary to stay current and provide for maximum efficiency.

The process for revisions and changes to the statewide transfer associate degree agreements – both the Direct Transfer Agreement (DTA) and Associate in Science – Transfer (AS-T) Agreement – are the same. Proposed revisions are brought to JAOG for discussion. If a determination is made that the proposal conforms to transfer policy, broader stakeholder discussions – including students, faculty, and staff – are initiated. Results and feedback from these discussions are brought back to JAOG for review and recommendations are developed. JAOG recommends approval by the academic leadership of the state’s public and independent institutions party to the agreement under consideration. Academic leadership across all college and university sectors transmits their approval of the proposed change(s) to JAOG to ensure a coordinated response.

The HECB participates in every step of this policy discussion as the issue moves through this process. After approval, JAOG assists leadership groups in forwarding a recommendation to the Higher Education Coordinating Board for adoption of the proposed change. Policies adopted by Board resolution at a regularly scheduled meeting become effective on the date of adoption, or other date if so specified in the resolution.

²⁵ The official process is located in Appendix D and can also be found on the HECB transfer Web site: <http://www.hecb.wa.gov/research/issues/transfer.asp>.

The MRPs are based on negotiated agreements by MRP work groups and may be updated or altered by a process slightly different from DTA and AS-T agreements. Specifically, proposals are brought to JAOG's attention when the proposed change will make substantive changes to the prerequisites to majors and thus affect lower-division course taking. Following discussion, JAOG establishes a review process for updating the MRP agreement. Changes to agreements that affect lower-division course taking require review by JAOG and approval by those institutions signatory to the agreement. If the changes alter the published transfer associate degrees, JAOG will establish an implementation timeline appropriate to the type of proposed change with a goal of minimizing impact on students already enrolled and progressing under the existing agreement.

Dual Enrollment and Dual Credit Programs

College-level work completed by students while in high school is a component of the transfer and articulation system in Washington. The *2008 Strategic Master Plan for Higher Education in Washington* calls for increasing participation in postsecondary education by developing new strategies and creating multiple pathways from high school to college or workforce training.

Running Start, Tech Prep, College in the High School, Advanced Placement (AP), International Baccalaureate (IB), Early College, Gateway to College, and Technical College Direct Funded Enrollment Programs are important strategies to help students move to more advanced levels of education more efficiently.

In line with the master plan, House Bill 2687 was passed by the 2008 Legislature and allocated funding for fiscal year 2009 for a cross sector and agency work group brought together by the Office of the Superintendent of Public Instruction (OSPI) to develop a strategic plan for statewide coordination of dual credit programs. Although the Governor vetoed funding for this part of the bill, OSPI convened a work group in fall 2008 to begin development of a statewide coordinated plan for dual credit programs. This work group consisted of high school representatives, the State Board for Community and Technical Colleges, representatives from public and private four-year institutions of higher education, the Workforce Training and Education Coordinating Board, the Council of Presidents, and the Higher Education Coordinating Board.

The work group met throughout fall 2008. Subgroups were formed to collect data in each dual enrollment/credit program. This data consisted of the purpose and definition of each program, the goals associated with each program, the personnel required both to administer and teach each program, the benefits to students, and the barriers to access. In addition, work group members identified additional data for collection if available: the reach of each program, the number of students served; where programs are available, profiles of students served or not served, the benefits of the program, challenges to the program, barriers to attendance, and program impact on time to degree. Models in other states where similar programs exist were reviewed.

Preliminary results of the environmental scan demonstrate that Washington offers a breadth of dual enrollment and credit programs not available in many other states. There are funding challenges for many programs and no current coordinated plan for communicating information about programs or maximizing enrollments within each program. Further study is required to determine each program's impact on time to degree. A final report is scheduled for release January 2009 by OSPI.

Future Work Related to Dual Credit and Dual Enrollment Programs

Growth in dual enrollment and dual credit programs is constrained by insufficient funding and lack of student knowledge about options.

- Review and assess feasibility of implementing Dual Credit and Enrollment Work Group recommendations.
- Include information on all Dual Credit Programs on HECB Web site and Academic GPS portal to increase awareness.
- Encourage expansion of Running Start, Tech Prep, Early College, Gateway to College, and Technical College Direct Funded Enrollment Programs for early start in workforce training programs.
- Survey colleges and universities regarding their policies and practices for each dual enrollment/credit program and solicit suggestions for developing model advising and admissions processes to facilitate enrollment and improve efficiency.
- Collect additional data addressing impact on time to degree for each dual enrollment/dual credit program.
- When data is available, re-convene work group to continue development of a coordinated plan for dual enrollment and credit programs, including funding options.

Prior Learning Assessment (PLA)²⁶

Creating a system of support for lifelong learning is a strategy to raise educational attainment in Washington outlined in the 2008 strategic master plan. Students are entering our higher education system with a wide range of previous educational experiences. Assessment of prior learning is a broad category that can include many options for awarding credit or advanced standing placement, including:

- Direct transfer and awarding of credits or advanced standing from a nationally accredited postsecondary institution. The accrediting body is generally recognized by the Council for Higher Education Accreditation (CHEA);

²⁶ A HECB paper on Prior Learning Assessment is in Appendix E.

- Course challenge exams sponsored by departments in colleges and universities;
- Nationally recognized standardized examinations like: Advanced Placement (AP), International Baccalaureate (IB), or College-Level Examination Program (CLEP);
- ACE Educational Credit by Examination, including military formal courses and/or occupations; University of the State of New York Board of Regent's National Program on Non-collegiate Sponsored Instruction (National PONSI), and International Association for Continuation Education and Training (IACET); and
- Prior Learning Assessment (PLA). Awarding of credit or advanced standing from Portfolio Assessment. PLA in Washington primarily refers to a process of portfolio assessment.

In 2008, the Legislature considered HB 2933 – an act relating to assessment of prior learning at institutions of higher education.²⁷ While the bill did not pass, language and funding was added to the budget. In the Governor's veto message on that budget line item, the HECB, SBCTC, and WTECB were directed to continue to work "to develop ways to inform students, in clear language, about the transfer process and to address barriers to student transfers, especially for those transferring from technical programs or career schools."

Both the Legislature and strategic master plan point out important reasons for addressing PLA:

- Adult learners entering workforce and academic programs will comprise a growing percentage of higher education enrollments in coming years.
- For a vital economy and global competitiveness, adult learners need to move through postsecondary education in the most efficient manner possible and enter the workforce well prepared.
- Washington can more effectively use resources at the state's public two-year and four-year institutions of higher education to facilitate wider and deeper adult participation in postsecondary education.

To address these concerns, the HECB invited representatives from The College Board to Olympia to discuss the application of CLEP as a method for increasing adult participation in postsecondary education and as a way to facilitate the efficiency of our system for adult learners. In 2008, JAOG discussed portfolio assessment and Eastern Washington University and Spokane Community Colleges agreed to begin work on a pilot to expand an existing portfolio assessment program at EWU.

Future Work Related to PLA

- The Legislature found that institutional policies and procedures regarding the acceptance of prior learning credits are not aligned with accreditation rules and national best practices. A survey of institutional options within prior learning assessment will be

²⁷ HB 2933 - 2007-08. Creating a work group to assess prior learning at institutions of higher education.

conducted by the HECB and compiled into a single chart posted to the HECB transfer Web site. Special consideration will be given to recommendations made by the Council for Adult and Experiential Learning and accreditation rules adopted by the Northwest Commission on Colleges and Universities.

Transferring Veteran Skills and Education for State Licensure – A Report to the Legislature

As part of the 2008 Supplemental Budget approved in the 2008 legislative session, the Washington State Legislature directed the Department of Health (DOH), the Department of Licensing (DOL), and the Higher Education Coordinating Board to jointly review and report on barriers and opportunities for veterans separating from duty to apply skills sets and education required while in service to certification, licensure, and degree requirements. Higher education options with sample college policies regarding tuition waivers and the acceptance of military course work were included. The final report is being presented to the 2009-11 Legislature by the Department of Health.

Colleges and universities in Washington use the American Council on Education (ACE) Military Guide recommendations to award credit towards certificates and degrees, speeding academic progress and enabling veterans to reach their educational goals. Since 1945, ACE has provided a collaborative link between the U. S. Department of Defense and higher education through the review of military training and experiences for the award of equivalent college credits for members of the Armed Forces. Registrars, admissions officers, academic advisors, and career counselors have a basis for recognizing military educational experiences in terms of civilian academic credit through ACE's Military Guide Online. Basic to the ACE guidelines is the principle that each Washington receiving institution is responsible for determining its own policies and practices with regard to the transfer, acceptance, and award of credit.

Veterans entering community college workforce training programs may receive credit for courses and/or military training that apply towards certificates or degrees. Veterans enrolled in a community college transfer program may use a limited number of military course and/or training credits in the elective credit category of transfer associate degrees. Certain military courses may satisfy area distribution requirements of this transfer degree.

In addition to military courses and training, many veterans take college classes at accredited institutions while in the military. These courses are evaluated for potential acceptance by colleges and universities through standard transfer credit practices. This type of course taking is encouraged and supported by the military and the institutions that work closely with the military.

Every community and technical college in Washington has policies on the acceptance of military courses and occupational training. In general, policies fall into two categories – broad acceptance of military courses and occupational specialties, and limited acceptance of Military Occupational Specialties (MOS). An analysis of these policies will be available in the joint DOH/HECB/DOL report.

Future Work Related to Transferring Veterans Skills and Education

- The Higher Education Coordinating Board will conduct a survey of all colleges and universities to collect current policies and practices related to the acceptance and applicability of military courses and evaluation of Military Occupational Specialties towards degree and certificate completion. This information will be made available to the Department of Veterans Affairs, military educational advisors, colleges, and universities in Washington, and on the HECB Web site.
- The HECB will include links to military course equivalencies in a proposed Web-based Academic Guidance and Planning System if this system receives state support funding. This system will assist military education advisors, veterans, and college-advising personnel in degree planning that will increase efficiency and speed academic progress towards degree and certificates.
- The Higher Education Coordinating Board will review current residency tuition policies related to returning veterans with the intent of proposing modifications to current policy that will benefit both the state and returning veterans.
- The Higher Education Coordinating Board will work with the Washington Department of Veterans Affairs to develop a system that allows public colleges and universities in Washington access to contact information for veterans separating from military service. This will allow institutions to contact veterans directly and link them to college advising personnel, tuition waiver information and career services counselors and advisors for the purpose of increasing efficiency and speeding academic progress towards completion of educational objectives.

Role of Transfer Study

The role of transfer study is a reprise of a study conducted in 2003. The HECB has contracted with the Social and Economic Sciences Research Center (SESRC) at Washington State University to complete the study using data extracted from the Public Centralized Higher Education Enrollment System (PCHEES) matched with SBCTC records. Data are included from several independent colleges of Washington.

The study looks at the graduating class of 2006, reviewing transcripts of degree completers to determine how many and what type of credits they have earned and for transfer students to learn about how their coursework transferred. Records of nearly 20,000 students who graduated in 2005-06 are being reviewed allowing for an analysis of the effectiveness of the DTA, AST, and to provide information on one of the first and most popular MRPs – Business.

A work group of data analysts met during fall 2008 to work through technical challenges with the data. A number of decisions about treatment of the data and report were made and the group is now delving into data provided by the SBCTC.

Future Work Related to Role of Transfer Study

- A goal of this study is to identify key indicators and develop a means to track those indicators using available data over time. It will look for efficiencies that might be evident in the transfer agreements and major related pathways. A draft report will be presented initially to JAOG when it is available in early 2009.

Common Course Numbering²⁸

The purpose of common course numbering is to make course transfer between and among the 34 community and technical colleges as easy as possible for students, advisors, and receiving institutions. In addition, common course numbering benefits students transferring to baccalaureate institutions through clearly defined course equivalencies that can be used for both general transfer and within Major Related Program (MRP) agreements.

The project to commonly number community and technical college courses began in 2003, with direction from the presidents of the Washington community and technical colleges and leadership from the Washington State Instruction and Student Services commissions and support from the State Board for Community and Technical College's staff. A system-wide task force was created and, after extensive study, began working with system groups on a plan that called for implementing common course numbers for all academic courses. The project's scope was limited to academic transfer courses as defined by the Intercollege Relations Council (ICRC) agreement.²⁹

The common course list includes courses included in the Direct Transfer Agreement (DTA), which are over the 100-level. This includes several courses that count towards professional/technical degrees, such as Accounting and Criminal Justice. The scope does not include developmental education, professional/technical programs, or Basic Skills (ABE, GED, ESL, or High School Completion).

Transfer Pathways for Technical Associate Degree Graduates³⁰

Community and technical college students preparing for immediate employment generally complete the Associate in Applied Science-T (AAS-T) degree. In many cases, these students also plan to transfer and apply credits toward a baccalaureate degree at some point in the future. Typically, only portions of the AAS-T credits apply to the general education requirements of a

²⁸ Background information and an updated list of commonly numbered courses is available at: http://www.sbctc.ctc.edu/college/e_commoncoursenumbering.aspx

²⁹ Information can be found in Appendix B of the ICRC Handbook, pages 22-25, available at: <http://www.washingtoncouncil.org/icrc/resources/documents/icrchandbook.pdf>.

³⁰ Source: **Transfer Policy in Washington State: Report of the Joint Access Oversight Group – December 2007** available at <http://www.hecb.wa.gov/research/issues/transfer.asp>.

baccalaureate degree. Graduates with an AAS-T face a critical transfer issue related to how the rest of the credits – the technical course credits – apply to the general education and major requirements of the baccalaureate degree.

Unless the bachelor's degree is specifically designed to apply the AAS-T technical course work to the requirements for the major, those credits serve only as electives and often do not transfer if the university does not offer course work in the technical field.

Universities and colleges have addressed this issue by creating specific baccalaureate pathways for AAS-T graduates. These are sometimes called the Bachelor of Applied Science (BAS) degrees.

Bachelor of Applied Science Degrees³¹

Bachelor of Applied Science (BAS) degrees are designed for individuals who hold an associate of applied science degree (AAS-T). The BAS applies the technical course credits toward a baccalaureate degree in management, in advanced levels in the technical area, or in both management and the technical area. Some BAS-type degrees follow a wide variety of naming conventions, including Professional Studies and Bachelors of Science in various applied fields.

BAS degrees are offered at both the baccalaureate and community and technical college levels. Several baccalaureates offer a related pathway known as “upside down degrees.” These degrees generally take 90 credits completed in an Applied Arts and Sciences–Technical (AAS-T) degree and focus on liberal arts courses in the junior and senior year.

Baccalaureates

BAS-type degrees are offered at several public and private baccalaureate institutions in Washington. Public universities include:

- Central Washington University offers a Bachelor of Applied Science degrees in four areas: Information Technology/Administrative Management; Food Service Management; Health and Safety Management; and Industrial Technology.
- Eastern Washington University offers the Bachelor of Science in Applied Technology; Bachelor of Science in Dental Hygiene; and Bachelor of Arts in Children's Studies, Early Childhood Education Option.

³¹ Source: **Transfer Policy in Washington State: Report of the Joint Access Oversight Group – December 2007** available at <http://www.hecb.wa.gov/research/issues/transfer.asp>.

- Washington State University offers the Bachelor of Science in Nursing (BSN) for the Registered Nurse (degree completion for Associate Degree Nursing graduates), Bachelor of Arts in Interior Design; and a Bachelor of Arts in Human Development
- Both the University of Washington Tacoma and University of Washington Bothell offer the Bachelor of Science in Nursing for Registered Nurses (degree completion for Associate Degree Nursing graduates).

Private universities offering a BAS-type degree include:

- Pacific Lutheran University offers a Bachelor of Science in Nursing for the Licensed Practical Nurse and Registered Nurse.
- University of Phoenix offers a Bachelor of Science in Management (BSM).
- DeVry University offers a Bachelor of Science in Technical Management (BSTM).
- City University offers a Bachelors degree in Business Administration.

Upside Down Degrees

Upside down degrees focus on liberal arts in the junior and senior year and are offered by:

- The Evergreen State College – Upside Down Degree.
- Seattle Pacific University – Professional Studies Bachelor’s degree.
- Whitworth – Bachelor of Liberal Studies with major in program management, chemical dependency, social services, or humanities.

Community and Technical Colleges

The 2005 Legislature took an important step in expanding access to baccalaureate degree programs through the passage of House Bill 1794.³² Among the strategies included was authorization for the development of up to four pilot programs that would allow the community and technical colleges to award bachelor’s degrees in applied fields. The colleges selected would offer programs that meet the needs of their local economy by adding the junior and senior levels of education to a community or technical college degree.

Guided by the statute, the SBCTC selected four pilot programs that then submitted proposals to HECB for approval. In July 2006, HECB approved four baccalaureate degree programs to be offered by the community and technical colleges that began enrolling students in 2007. These initial programs were:

³² The full report is available at <http://www.hecb.wa.gov/news/newsreports/documents/HB1794FINALReport.pdf>.

- **Peninsula College:** Bachelor's of Applied Science, Applied Management.
- **South Seattle Community College:** Bachelor's of Applied Science in Hospitality Management.
- **Bellevue Community College:** Bachelor's of Applied Science in Radiation and Imaging Sciences.
- **Olympic College:** Associate Degree Nursing to Bachelor's of Science Nursing.

These first programs met their enrollment targets in 2007 and are expected to do so again in 2008. The programs have added many new courses and expect to graduate at least 40 students in spring 2009.

In 2008, SSB 5104 was passed by the Legislature and authorized expansion of applied baccalaureate programs offered by the community and technical colleges to three additional institutions which will begin enrolling students in fall 2009. The additional pilot programs are:

- **Lake Washington Technical College:** Bachelor of Technology in Applied Design.
- **Seattle Central Community College:** Bachelor of Applied Science in Applied Behavioral Science.
- **Columbia Basin College:** Bachelor of Applied Science in Applied Management.

CTC / University Contracts³³

Through HB 1794, the Legislature authorized the development of up to three pilot programs that would allow the community and technical colleges to contract with the regional colleges, university branch campuses, and/or The Evergreen State College to offer baccalaureate degree programs on the community college campus. The model is designed to create a mechanism for community colleges to attract programs that meet local needs for delivery on the CTC campus. In September 2005, HECB approved revised program and facility approval policies and procedures that include procedures for the approval of these contracts.

The SBCTC employed a selection process for the pilot programs similar to that used for the Applied Baccalaureate programs. The selected schools then submitted the agreements to HECB for staff approval and, when required, the partner institutions submitted appropriate documentation for approval of the degree program to be delivered at the site. The programs began enrolling students in fall 2006.

³³ More detail on this initiative is available at <http://www.hecb.wa.gov/news/newsreports/documents/HB1794FINALReport.pdf>.

- **Central Washington University at Pierce College:** Elementary Education with Focus on Reading.
- **Central Washington University at Edmonds:** Information Technology and Administrative Management & Food Services Management.
- **Eastern Washington University- Clark:** Social Work.

Academic Guidance and Planning System – Academic GPS

More students than ever are taking classes at multiple institutions. To help them complete their degrees more efficiently, higher education needs to improve how it manages and communicates about course equivalences and articulation. Students who have access to the proposed “cafeteria” approach will have a much better chance of succeeding, thereby contributing to the goal of a more educated population.

In response to this trend, a cross-sector group developed a proposal for an Academic Guidance and Planning System – Academic GPS. The system was included in the HECB 2009-11 operating budget recommendations. The system would both create a statewide transfer planning system through the development of an online planning tool and develop a method of identifying course applicability to degree goals across all institutions in Washington.

Over the years, the need for such a system has been recognized for several years by many stakeholder groups. Passed in 2004, HB 2382 directed the HECB to convene a work group to research the essential components of a Web-based student advising system. Subsequently, a team of representatives from the state’s two- and four-year, public and private institutions examined systems in other states, evaluated alternatives and costs, and identified features of an ideal system prior to submitting a report to the Legislature in January 2005.

Based on this research, the group developed requirements that became the basis for a 2007 HECB pilot program involving Bellevue Community College and the University of Washington. The pilot (Washington Advising System) included surveys and focus groups with students, faculty, and staff to gather detailed feedback on how the system should look and function. The system proved highly successful.

Yakima Valley Community College, Walla Walla Community College, and Columbia Basin College also developed and piloted an online education planning system (Ed Plans) during this period. That project focused on developing tools to enable better degree and transition planning. However, it was applicable only to the community and technical college system.

Following the 2007 legislative session, the HECB and SBCTC began collaboratively developing a unified system. Encouraged by the direction provided in HB 2783 during the 2008 session, this work continued.

In 2008, the HECB and SBCTC met with students, faculty and staff from the state's two- and four-year, public and private higher education institutions to learn more about how the system would need to work to serve everyone's needs. Students who participated in a focus group hosted by JAOG on June 25, 2008 shared information on their transfer experiences and voiced unanimous support for a Web-based advising system.

Improving the rate at which students successfully transfer from lower-division to upper-division coursework has great potential to raise the level of educational attainment in Washington, a key goal of the *2008 Strategic Master Plan for Higher Education in Washington*.

Desired Results for the Academic GPS address the following goals of the strategic master plan:

- Help more people achieve degrees more efficiently, increasing overall educational attainment in the state.
- Achieve a significant increase in the number of students who transfer successfully between two- and four-year institutions as measured under the current accountability framework.

The Academic GPS would guide students toward the most efficient pathways to achieve their degree goals by connecting them to each college and university course database, enabling one-stop degree planning from any computer linked to the Internet. It would:

- Provide detailed information on the transferability of specific courses among Washington institutions.
- Illustrate what courses must be completed at each institution to achieve a degree goal in a selected major.
- Provide system-wide, comprehensive and consistent information about transfer to advisors, faculty, and other professional staff who interact with and support students making decisions.³⁴

The HECB developed a decision package based on proposal information and submitted this to the Governor as part of the agency request for the 2009-11 biennial operating budget. Funding would purchase:

- Hosting Services – Academic GPS will be a vendor-hosted system for which the vendor will charge an annual fee.
- Design and Customization Services – the selected vendor, working closely with the Academic GPS project manager(s), will provide design and customization services to

³⁴ Between May and August 2008 the HECB contacted over 20 vendors that provide web-based advising-related systems and asked them to participate in a Request for Information (RFI) process. Four vendors submitted proposals that addressed required features that are listed in Appendix K.

tailor the system, to the extent possible, to meet the requirements outlined. These services include, but are not limited to construction of interfaces for data sharing between the Academic GPS and existing institutional applications (e.g., degree audit, student information systems, etc.); system branding; and data loading.

- **Implementation Services** – the implementation of the Academic GPS at the numerous institutions across Washington will require a significant amount of focused and dedicated expertise. It is expected that the selected vendor will provide the bulk of this expertise.
- **Ongoing Support and Maintenance Services** – it is expected that the Academic GPS will require ongoing support and maintenance from the vendor for which the vendor will charge an annual fee.

Future Work Related to Academic GPS

- This proposal has garnered broad support across all educational sectors as determined through surveys, continuing work group meetings, other educational stakeholder meetings, and student focus groups. However, the economy of Washington has declined drastically since this proposal was submitted. Because of the importance of this proposal in achieving 2008 strategic master plan goals, the HECB continues to research alternative approaches to implementation and supplemental funding options.

Appendix A

Revised Code of Washington (RCW) Related to Transfer and Articulation

RCW 28B.76.240 - Statewide transfer and articulation policies.

The Board shall adopt statewide transfer and articulation policies that ensure efficient transfer of credits and courses across public two and four-year institutions of higher education. The intent of the policies is to create a statewide system of articulation and alignment between two and four-year institutions. Policies may address but are not limited to creation of a statewide system of course equivalency, creation of transfer associate degrees, statewide articulation agreements, applicability of technical courses toward baccalaureate degrees, and other issues. The institutions of higher education and the State Board for Community and Technical Colleges shall cooperate with the board in developing the statewide policies and shall provide support and staff resources as necessary to assist in maintaining the policies. The Board shall submit a progress report to the Higher Education Committees of the Senate and House of Representatives by December 1, 2006, by which time the Legislature expects measurable improvement in alignment and transfer efficiency.

RCW 28B.76.2401 - Statewide transfer of credit policy and agreement — Requirements.

The statewide transfer of credit policy and agreement must be designed to facilitate the transfer of students and the evaluation of transcripts, to better serve persons seeking information about courses and programs, to aid in academic planning, and to improve the review and evaluation of academic programs in the state institutions of higher education. The statewide transfer of credit policy and agreement must not require or encourage the standardization of course content or prescribe course content or the credit value assigned by any institution to the course. Policies adopted by public four-year institutions concerning the transfer of lower division credit must treat students transferring from public community colleges the same as students transferring from public four-year institutions.

RCW 28B.76.250 - Transfer associate degrees — Work groups — Implementation — Progress reports.

(1) The higher education coordinating board must convene work groups to develop transfer associate degrees that will satisfy lower division requirements at public four-year institutions of higher education for specific academic majors. Work groups must include representatives from the State Board for Community and Technical Colleges and the Council of Presidents, as well as faculty from two- and four-year institutions. Work groups may include representatives from independent four-year institutions.

(2) Each transfer associate degree developed under this section must enable a student to complete the lower-division courses or competencies for general education requirements and preparation for the major that a direct-entry student would typically complete in the freshman and sophomore years for that academic major.

(3) Completion of a transfer associate degree does not guarantee a student admission into an institution of higher education or admission into a major, minor, or professional program at an institution of higher education that has competitive admission standards for the program based on grade point average or other performance criteria.

(4) During the 2004-05 academic year, the work groups must develop transfer degrees for elementary education, engineering, and nursing. Each year thereafter, the higher education coordinating board must convene additional groups to identify and develop additional transfer degrees. The Board must give priority to majors in high demand by transfer students and majors that the general direct transfer agreement associate degree does not adequately prepare students to enter automatically upon transfer.

(5) The Higher Education Coordinating Board, in collaboration with the Intercollege Relations Commission, must collect and maintain lists of courses offered by each community and technical college and public four-year institution of higher education that fall within each transfer associate degree.

(6) The Higher Education Coordinating Board must monitor implementation of transfer associate degrees by public four-year institutions to ensure compliance with subsection (2) of this section.

(7) Beginning January 10, 2005, the Higher Education Coordinating Board must submit a progress report on the development of transfer associate degrees to the higher education committees of the House of Representatives and the Senate. The first progress report must include measurable benchmark indicators to monitor the effectiveness of the initiatives in improving transfer and baseline data for those indicators before the implementation of the initiatives. Subsequent reports must be submitted by January 10 of each odd-numbered year and must monitor progress on the indicators, describe development of additional transfer associate degrees, and provide other data on improvements in transfer efficiency.

[2004 c 55 § 2.]

Notes:

Findings -- Intent -- 2004 c 55:

(1) The Legislature finds that community and technical colleges play a vital role for students obtaining baccalaureate degrees. In 2002, more than 40 percent of students graduating with a baccalaureate degree had transferred from a community or technical college.

(2) The Legislature also finds that demand continues to grow for baccalaureate degrees. Increased demand comes from larger numbers of students seeking access to higher education and greater expectations from employers for the knowledge and skills needed to expand the state's economy. Community and technical colleges are an essential partner in meeting this demand.

(3) However, the Legislature also finds that current policies and procedures do not provide for efficient transfer of courses, credits, or prerequisites for academic majors. Furthermore, the state's public higher education system must expand its capacity to enroll transfer students in baccalaureate education. The Higher Education Coordinating Board must take a leadership role in working with the community and technical colleges and four-year institutions to ensure efficient and seamless transfer across the state.

(4) Therefore, it is the Legislature's intent to build clearer pathways to baccalaureate degrees, improve statewide coordination of transfer and articulation, and ensure long-term capacity in the state's higher education system for transfer students." [2004 c 55 § 1.]

Appendix B

Organizations and Offices Addressing Transfer Issues in Washington

There are several statewide cross-sector groups and offices involved in all aspects of transfer initiatives. Within-sector groups represent the public baccalaureate sector, public two-year sector, and the independent baccalaureate sector. An updated list of these groups and offices is located in Appendix B.

Statewide cross-sector groups and offices involved with all aspects transfer

- **Higher Education Coordinating Board (HECB)**

The HECB has statutory authority for setting and reviewing transfer policy for the state. Ten members of the Board are appointed by the Governor and supported by various staff within the agency. The Board meets eight times per year. Staff work in collaboration with other groups addressing transfer to formulate policy strategies and respond to legislative mandates. For information on transfer initiatives contact Jim West, HECB Associate Director of Academic Affairs, at jimw@hecb.wa.gov.
<http://www.hecb.wa.gov/research/issues/transfer.asp>

- **Joint Access Oversight Group (JAOG)**

The JAOG is a standing committee with representatives from public and independent academic degree-granting institutions and the HECB. The group was formed in 2003 and meets approximately six times per year. JAOG considers statewide transfer issues and recommends policy strategies for transfer, including Major Related Program agreements (http://www.sbctc.ctc.edu/college/e_transfer.aspx) and other statewide communication strategies related to transfer and transfer issues.

Membership consists of:

- Public Baccalaureates - vice provosts of academic affairs from each of the six public baccalaureate institutions
- Council of Presidents (COP) - staff member
- Private Baccalaureates - president of Independent Colleges of Washington (ICW) and representatives from registration and academic planning offices
- Community and Technical Colleges (CTC) - eight vice presidents of instruction or student services and a staff member from the State Board for Community and Technical Colleges (SBCTC)
- Higher Education Coordinating Board - staff

JAOG has formal communication with and works on behalf of institutions represented by the membership in collaboration with the Executive Committee of the Intercollege Relations Commission and the HECB. <http://www.sbctc.ctc.edu/college/e-transferjaog.htm>

- **Washington Council on High School –College Relations (WCHSCR)**

WCHSCR, formed in 1957, provides an information-sharing network among members and coordinates work related to transfer through its Inter-college Relations Commission (ICRC). The Council conducts a spring tour for community college students and advisors and publishes the Higher Education Book list of colleges and universities in Washington. This Higher Education Book includes tables of program offerings at all colleges and universities in Washington, by major.

The Executive Committee of WCHSCR meets quarterly, and the Council holds one pro forma annual meeting for all members. The Council is a voluntary, non-profit organization with members from high schools, public and independent colleges and universities, education organizations, and agencies throughout Washington. Representatives of those entities often are selected from admissions and advising staff. <http://www.washingtoncouncil.org/>

- **Inter-College Relations Commission (ICRC)**

ICRC is a Commission of the Washington Council on High School-College Relations (WCHSCR) and maintains statewide transfer agreements and provides a means of early identification of transfer issues. The ICRC Handbook (available at <http://www.washingtoncouncil.org/icrc/>) is a valuable resource for two- and four-year college and university transfer advisors.

The Commission was formed in 1970 and meets twice per year. The organization is voluntary with one representative from each public and independent college or university that belongs to WCHSCR as appointed by the chief academic officer at each institution. Baccalaureate representatives are often appointed from admissions and registrars' offices; Community and Technical College representatives are from a mix of admissions and registration or deans in the arts and sciences.

ICRC provides an information-sharing network for the institutions represented by the membership and works in collaboration with and has formal communication with the JAOG and HECB staff. <http://www.washingtoncouncil.org/icrc/>

- **Interinstitutional Committee of Academic Officers (ICAO) and the Instruction Commission (IC)**

A joint annual meeting of the public baccalaureate institution provosts (ICAO) and the Executive Committee of the Community and Technical Colleges' Instruction Commission (IC) is held to discuss mutual interests of the public higher education colleges and universities. This meeting initiated the development of the Associate in Science –Transfer agreement, requested meetings that lead to the first Major Ready Pathway statewide agreements in secondary education, and fostered the JAOG.

The first meeting was held in 1976. Participants at the joint meeting assign responsibility for addressing areas of mutual interest to Council of Presidents (public baccalaureates) and State Board for Community and Technical College staff, to their respective JAOG members, or to jointly authorized workgroups.

Within-sector groups or offices involved with transfer initiatives

Public Baccalaureate Sector

- **Council of Presidents (COP)**
COP is an organization representing the public baccalaureate institutions. For information on initiatives within the public baccalaureate sector, contact Terry Teale, tteale@energy.wsu.edu. Assistant Director Mike Reilly (mreilly@cop.wsu.edu) is the primary contact for transfer initiatives. <http://www.councilofpresidents.org/>
- **Inter-institutional Committee of Academic Officers (ICAO)**
ICAO consists of provosts at public baccalaureate institutions, meeting as a committee of the Council of Presidents.
- **Inter-institutional Committee of Registrars and Admissions Officers (ICORA)**
ICORA consists of registrars and admissions officers at public baccalaureate institutions. This committee reports to the ICAO and meets three times per year. ICORA meetings provide an opportunity for members to share information and ideas, and make recommendations to ICAO about admissions, registration, residency, student records, and other enrollment issues, including those related to K-12 and community and technical college articulation and transfer.

Public Two-year Sector

- **State Board for Community and Technical Colleges (SBCTC)**
SBCTC is a nine-member board appointed by the Governor and is responsible for statewide governance and policies related to community and technical colleges. The Board meets nine times per year. For information on transfer initiatives within the community and technical college sector, contact Michelle Andreas (mandreas@sbctc.edu). http://www.sbctc.ctc.edu/college/e_transfer.aspx
- **Instruction Commission (IC)**
IC meets quarterly and membership consists of vice presidents of instruction at public community and technical colleges. IC reviews transfer issues related to community and technical colleges and approves statewide transfer agreements on behalf of the CTC system. http://www.sbctc.ctc.edu/college/_g-instructioncomm.aspx

- **Washington State Student Service Commission (WSSSC)**
This commission meets quarterly and membership consists of vice presidents of student services at public community and technical colleges. WSSSC members supervise staff responsible for transfer functions including admissions, advising and credential evaluation. http://www.sbctc.edu/college/_g-studentsvcscomm.aspx
- **Articulation and Transfer Council (ATC)**
ATC is a council of the IC, and membership consists of deans of transfer arts and science programs at public community and technical colleges. Meetings are held quarterly, and members serve on MRP workgroups providing statewide information sharing as proposals are developed. This council recommends transfer agreements and strategies for IC consideration. http://www.sbctc.ctc.edu/college/_g-articandtransfer.aspx
- **Advising and Counseling Council (ACC)**
ACC is a council of the WSSSC and meets quarterly. Membership consists of directors of advising and counseling at public community and technical colleges, and the group recommends transfer strategies for WSSSC consideration.
- **Admissions and Registration Council (ARC)**
ARC is a council of the WSSSC and meets quarterly. Membership consists of directors of admission and registration at public community and technical colleges. Credential evaluators who determine transfer equivalencies at the colleges typically report to ARC members. <http://www.ctc.edu/~arc//> or http://www.sbctc.edu/college/_g-wssscadmissionsandregistration.aspx

Independent Baccalaureate Sector

- **Independent Colleges of Washington (ICW)**
ICW is an association that represents the interests of 10 private, liberal arts, nonprofit baccalaureate institutions in Washington. For information on transfer initiatives within the independent baccalaureate sector see <http://www.icwashington.org/> or contact Violet Boyer (Violet@ICWashington.org).
- **Private Registrars of Washington (PROW)**
This group from independent baccalaureate institutions in Washington meets twice a year and includes registrars and other representation. For more information contact Violet Boyer Violet@ICWashington.org.

Several discipline-based, statewide, cross-sector groups meet to promote common interests related to the discipline including addressing transfer issues.

Appendix C: Sector to Sector Transfer - AY 2005-2006*

Sector	Students	Sub-total	Totals	*Source: HECB Mobility Report
CTC to CTC				
CC to CC	8,452			
CC to TC	1,495			
TC to CC	863			
Total CTC to CTC			10,810	
CTC to BI				
CC to Research	5,145			
TC to Research	2			
CC to Comp	4,220			
TC to Comp	36			
		9,403		
CC to Priv BI	1,785			
TC to Priv BI	40			
		1,825		
Total CTC to BI			11,228*	Adjusted to 15,000 from SBCTC data
BI to BI				
Research to Research	325			
Research to Comp	354			
Comp to Research	586			
Comp to Comp	218			
		1,483		
Private to Research	375			
Private to Comp	210			
		585		
Research to Private	109			
Comp to Private	89			
		198		
Total BI to BI			2,266	
BI to CTC				
Research to CC	1,954			
Research to TC	269			
Comp to CC	1,589			
Comp to TC	213			
		4,025		
Private to CC	962			
Private to TC	117			
		1,079		
Total BI to CTC			5,104	
Total Transfers 2005-06			29,408	
Total All Sectors to All Sectors			29,680	(includes private career colleges)
Legend				
<i>Research = UW, WSU, plus system colleges</i>		<i>CTC = Community and Technical Colleges</i>		
<i>Comp (Comprehensive)= EWU, CWU, WWU, TESC</i>		<i>CC = Community College</i>		
<i>Private = Private baccalaureates</i>		<i>TC = Technical College</i>		

Appendix D

Process for revisions and changes to the statewide transfer associate degree agreements:

Direct Transfer Agreement and Associate in Science –Transfer Agreement

1. Raise as a JAOG issue: Anyone with a proposed revision to the statewide transfer associate degree agreements (the DTA or AS-T agreements) may ask a JAOG member to place that idea or proposal on the JAOG agenda.
2. JAOG discussion: JAOG will make a determination about the following issues:
 - Should the proposal go forward for broad discussion? Who needs to be informed of the potential change?
 - How much time for discussion is needed?
 - Does the change conform to other transfer policy?
 - On what date, or by what term and year, would the change go into effect?
3. Broad discussion among stakeholders: JAOG will define a process and timeline for discussions within and among institutions, ICRC, and others, including faculty, staff, and students with interests related to the proposed change.
4. Loop back to JAOG and further broad discussion (if needed)
5. Share draft final recommendation among stakeholders indicating what input was or was not included in the final proposed change.
6. JAOG recommendation: If the discussions result in support for a recommended change, JAOG will recommend that the academic leadership of the state's public and independent institutions party to the agreement under consideration approve the proposed changes to the agreement effective by the date set by JAOG.
7. Academic leadership approvals: The CTC Instruction Commission, the Interinstitutional Committee of Academic Officers (ICAO) and representatives of the academic leadership of each independent institution party to the agreement will transmit their approval of the proposed change(s) to JAOG to ensure a coordinated response.

HECB Adoption: By virtue of HECB staff participation in JAOG, the HECB will be updated on the policy discussion as the issue moves through these steps. After Step 6, JAOG will advise the ICAO, IC and ICW of the community's agreement on the proposed change(s) and will assist those leadership groups in forwarding a recommendation to the Higher Education Coordinating Board for adoption of the proposed change. Policies adopted by Board resolution at a regularly

scheduled meeting become effective on the date of adoption, or other date if so specified in the resolution.

MRP agreements: Major Related Program agreements are degree pathways that follow one of the two statewide transfer agreements (DTA or AS-T agreements). The MRPs are based on negotiated agreements by MRP workgroups and may be updated or altered via the following process:

- Alert the institution's or sector's JAOG member of the need for a change.
- When the proposed change will make substantive changes to the pre-requisites to majors and thus affect lower division course taking, the JAOG member will bring the issue to JAOG attention.
- Upon discussion, JAOG will establish an appropriate review process for updating the MRP agreement. In a process consistent with the initial process for development and approval of the statewide MRP agreements, changes to the agreements that affect lower-division course taking will require review by JAOG and approval by those institutions signatory to the agreement.
- If the changes under review by JAOG alters the published transfer associate degrees, JAOG will establish an implementation timeline appropriate to the type of proposed change with a goal of minimizing impact on students already enrolled and progressing under the existing agreement.

Appendix E

Advanced Standing Placement, Awarding of Transfer Credit, and Prior Learning Assessment

Background

During 2008, the Legislature considered HB 2933 – an act relating to assessment of prior learning at institutions of higher education.³⁵ While the bill did not pass, language and funding was added to the budget. In the Governor’s veto message on that budget item, the HECB, SBCTC, and WTECB were directed to continue to work “to develop ways to inform students, in clear language, about the transfer process and to address barriers to student transfers, especially for those transferring from technical programs or career schools.”

Section 1

- (1) The Legislature finds that adult learners entering workforce and academic programs will comprise a growing percentage of higher education enrollments in coming years. It is strategically important, for a vital economy and global competitiveness, to ensure that adult learners move through postsecondary education in the most efficient manner possible and enter the workforce well prepared.
- (2) The Legislature also finds that Washington must make an effort to more effectively use resources at the state's public two- and four-year institutions of higher education to facilitate wider and deeper adult participation in postsecondary education.
- (3) The Legislature also finds that adult learners encounter barriers in pursuit of their postsecondary education. Institutional policies and procedures regarding the acceptance of prior learning credits are not aligned with accreditation rules and national best practices.
- (4) Therefore, it is the Legislature's intent to create pathways for adult learners to gain credit for learning from a variety of sources so that college-level learning acquired before enrollment can be applied toward academic and workforce degrees.

The bill goes on to ask a workgroup to “make policy recommendations ...related to prior learning assessment, giving special consideration to recommendations made by the council for adult and experiential learning and accreditation rules adopted by the northwest commission on colleges and universities...”

³⁵ HB 2933 - 2007-08 Creating a work group to assess prior learning at institutions of higher education.

Northwest Commission on Colleges and Universities³⁶

Following are excerpts from The Northwest Commission on Colleges and Universities policies specifically related to prior experiential learning and transfer credit.

Policy 2.3 Credit for Prior Experiential Learning

The Northwest Commission on Colleges and Universities recognizes the validity of granting credit for prior experiential learning, provided the practice is carefully monitored and documented. Credit for prior experiential learning may be offered under the conditions enumerated below. This policy is not designed to apply to such practices as CLEP, Advanced Placement, or ACE-evaluated military credit. Credit for courses taken from non-accredited institutions must be addressed pursuant to Policy 2.5 Transfer and Award of Academic Credit.

- a. Policies and procedures for awarding experiential learning credit must be adopted, described in appropriate institutional publications, and reviewed at regular intervals.
- b. Credit for prior experiential learning may be granted only at the undergraduate level.
- c. Credit may be granted only upon the recommendation of teaching faculty who are appropriately qualified and who are on a regular appointment with the college on a continuing basis.
- d. Credit may be granted only for documented learning which ties the prior experience to the theories and data of the relevant academic fields.
- e. Credit may be granted only for documented learning which falls within the regular curricular offerings of the institution.
- f. An institution that uses documentation and interviews in lieu of examinations must demonstrate in its self-study that the documentation provides the academic assurances of equivalence to credit earned by traditional means.
- g. Credit for prior experiential learning should not constitute more than 25% of the credits needed for a degree or certificate.
- h. No assurances are made as to the number of credits to be awarded prior to the completion of the institution's review process.
- i. Credit may be granted only to enrolled students and is to be identified on the student's transcript as credit for prior experiential learning.
- j. Policies and procedures must ensure that credit for prior experiential learning does not duplicate other credit awarded.
- k. Adequate precautions must be provided to ensure that payment of fees does not influence the award of credit.

³⁶ <http://www.nwccu.org/index.htm>

Policy 2.5 Transfer and Award of Academic Credit

Users of accreditation are urged to give careful attention to the accreditation conferred by accrediting bodies recognized by the Council for Higher Education Accreditation (CHEA). CHEA has a formal process of recognition which requires that any accrediting body so recognized must meet the same standards. Under these standards, CHEA has recognized a number of accrediting bodies, including:

1. Regional accrediting commissions which accredit total institutions.
2. Certain national accrediting bodies that accredit various kinds of specialized institutions.
3. Certain specialized organizations that accredit free standing professional schools, in addition to programs within multi-purpose institutions.

All accrediting bodies that meet CHEA's standards for recognition function to ensure that the institutions or programs they accredit have met generally accepted minimum standards for accreditation.

Validation of Extra-Institutional and Experiential Learning for Transfer Purposes. Transfer-of-credit policies should encompass educational accomplishment attained in extra-institutional settings as well as at accredited higher education institutions. In deciding on the award of credit for extra-institutional learning, institutions will find the services of the American Council on Education's College Credit Recommendation Service (CREDIT) helpful. CREDIT maintains evaluation programs for formally structured courses offered by the military and civilian non-collegiate sponsors such as business, corporations, government agencies, and labor unions.

For learning that has not been validated through the ACE formal credit recommendation process or through credit-by-examination programs, institutions are urged to explore the Council for Adult and Experiential Learning (CAEL) procedures and processes. Pertinent CAEL publications designed for this purpose are available. (See Policy 2.3 Credit for Prior Experiential Learning).

Uses of this Statement. This statement has been endorsed by the national associations most concerned with practices in the area of transfer and award of credit - the American Association of Collegiate Registrars and Admissions Officers, the American Council on Education/Commission on Adult Learning and Educational Credentials, and the Council for Higher Education Accreditation.

Institutions are encouraged to use this statement as a basis for discussions in developing or reviewing institutional policies with regard to transfer. If the statement reflects an institution's policies, that institution might want to use this publication to inform faculty, staff, and students.

Options for Awarding of Transfer Credit or Advanced Standing Placement³⁷

- Direct transfer and awarding of credit from a *regionally accredited* college/university
- Direct transfer and awarding of credits or advanced standing from a *nationally accredited postsecondary institution* for formal and documented learning at the college level. The accrediting body is generally recognized by the Council for Higher Education Accreditation (CHEA).
- Course challenge exams sponsored by departments Some departments allow students to take a *challenge exam* to advance more quickly to another level of learning or not have to take course work in a content area in which the student is quite familiar. Results of exams may be used to waive requirements and may or may be indicated on the student's transcript.
- Nationally recognized standardized exams Awarding of credit for taking *nationally-recognized standardized exams* that assess content knowledge of college-level courses or exams established by academic units. Examples include:
 - a. AP - Advanced Placement Examinations administered by the College Board
 - b. IB – International Baccalaureate administered by the International Baccalaureate Organization
 - c. CLEP - College-Level Examination Program administered by the College Board
 - d. DANTES Subject Standardized Tests program (DSST) administered by the Educational Testing Service
 - e. ACT/PEP - The American College Testing Proficiency Examination Program
 - f. Excelsior College Exams--formerly Regents College Examinations
 - g. TECEP - Thomas Edison College Examination Program administered by Thomas Edison State College
- ACE Educational Credit by Examination Awarding of credit in advanced standing for *Educational Credit by Examinations* recognized by the American Council on Education (ACE). Options include:
 - a. Military formal courses and/or occupations;
 - b. Other formal and well documented training programs conducted by non-collegiate sponsors;
 - c. University of the State of New York Board of Regent's National Program on Non-collegiate Sponsored Instruction (National PONSIS).
 - d. International Association for Continuation Education and Training (IACET).

³⁷ Reference document: Gambescia, S.F. & Dagavarian, D. (2007). Review of prior learning assessment options for adult continuing education degree programs. *Journal of Continuing Higher Education*, 55 (3), pp. 35-48.

- Prior Learning Assessment (PLA) Awarding of credit or advanced standing from *Portfolio Assessment*.
 - a. The portfolio is a complex written document through which a student assesses learning from prior work/life experience and demonstrates that this learning meets the substantive theoretical and practical learner objectives commensurate with a college-level course (Whitaker, U., 1989; Fiddler, et al., 2006).
 - b. Experience, per se, does not necessarily mean learning took place. Credit is awarded for learning and not simply for experience.

Appendix F

Draft Transfer Rights and Responsibilities

DRAFT approved by JAOG December 12, 2008

Transfer Rights and Responsibilities

Student Rights and Responsibilities

Students have the right to fair and equitable treatment by the colleges and universities of Washington, as outlined in the guidelines below.

1. Students have the right to clear, accurate, and current information about their transfer admission requirements, transfer admission deadlines, degree requirements, and transfer policies that include course equivalencies.
2. Transfer and direct-entry students have the right to expect comparable standards for regular admission to programs and comparable program requirements.
3. Students have the right to seek clarification regarding their transfer evaluation and may request the reconsideration of any aspect of that evaluation. In response, the college will follow established practices and processes for reviewing its transfer credit decisions.
4. Students who encounter other transfer difficulties have the right to seek resolution. Each institution will have a defined process for resolution that is published and readily available to students.
5. Students have the responsibility to complete all materials required for admission and to submit the application on or before the published deadlines.
6. Students have the responsibility to plan their course of study by referring to the specific published degree requirements of the college or academic program in which they intend to earn a bachelor's degree.
7. When a student changes a major or degree program, the student assumes full responsibility for meeting the new requirements.

College and University Rights and Responsibilities

Colleges and universities have the right and authority to determine program requirements and course offerings in accordance with their institutional mission and to communicate and publish these requirements and course offerings to students and the public.

1. Colleges and universities have the responsibility to provide clear, accurate, and current information about their transfer admission requirements, transfer admission deadlines, degree requirements, and transfer policies that include course equivalencies.
2. Colleges and universities have the responsibility to answer students' questions about transfer issues and provide students with opportunities for appropriate follow-up.
3. Colleges and universities have the responsibility to provide comparable standards for transfer and direct-entry students for regular admission to programs. Transfer and direct-entry students must satisfy comparable program requirements.
4. Colleges and universities have the responsibility to communicate admission and transfer related decisions to students in writing (electronic or paper), and include information about student transfer rights and responsibilities.

Appendix G

CURRENT DTA ASSOCIATE DEGREE GUIDELINES

(Approved by ICRC October 10, 1996 – Effective Fall 1998)

For the purpose of these Guidelines, the Direct Transfer Agreement (DTA) Associate degree (sometimes called the Associate in Arts, Associate in Arts and Sciences, etc.) is defined as that degree awarded by a community college to students who have completed a transfer curriculum. In order to fulfill most general education requirements for a baccalaureate degree, the Associate degree should possess the following characteristics:

- I. Be issued only to students who have earned a cumulative grade point average of at least 2.00, as calculated by the degree awarding institution.
- II. Be based on 90 quarter hours of transferable credit including:
 - A. A minimum of 60 quarter hours of general education courses distributed as follows:

1. Basic Requirements

a. Communication Skills (10 credits)

Must include at least two courses in English composition which total to at least six credits. Remaining credits, if any, may be an additional composition course or designated writing courses or courses in basic speaking skills (e.g., speech, rhetoric, or debate).

b. Quantitative/Symbolic Reasoning Skills (5 credits)

1. One of the following (5 credits)
 - 1) Symbolic reasoning course
 - 2) Quantitative reasoning course in computer science, statistics, mathematics, or other discipline for which intermediate algebra is a prerequisite.
2. Intermediate Algebra Proficiency

All students must be proficient in intermediate algebra. May be satisfied by completion of high school mathematics through second year algebra, by course challenge or other examination demonstrating mastery of intermediate algebra skills, or by completion of an intermediate algebra course (to be numbered below 100) or a mathematics course for which intermediate algebra is a prerequisite. 2. Distribution Requirements Within the distribution requirements, integrative, synthesizing courses and programs, including interdisciplinary courses and linked sequences of courses, are to be encouraged, especially for colleges requiring a minimum of two disciplines per area.

2. Distribution Requirements

Within the distribution requirements, integrative, synthesizing courses and programs, including interdisciplinary courses and linked sequences of courses, are to be encouraged, especially for colleges requiring a minimum of two disciplines per area.

a. Humanities¹ (15 – 20 credits)

Selected from at least two disciplines. No more than 10 credits allowed from any one discipline. (No more than 5 credits in foreign language at the 100 level.) No more than 5 credits in performance/skills courses are allowed. Suggested disciplines include:³ Art; Music History²; Philosophy²; Foreign Language/American Drama/Theater; Sign Language⁴; Speech; Literature

b. Social Sciences¹ (15 – 20 credits)

Selected from at least two disciplines. No more than 10 credits allowed from any one discipline. Suggested disciplines include:³ History²; Philosophy²; Anthropology; Political Science; Economics; Psychology; Geography; Sociology

c. Natural Sciences (15 – 20 credits)

Selected from at least two disciplines. No more than 10 credits allowed from any one discipline. At least 10 credits in physical, biological and/or earth sciences. Shall include at least one laboratory course. Suggested disciplines include:³ Astronomy; Geology; Biology; Mathematics²; Botany; Physics; Chemistry; Zoology

3. Electives

Other college-level courses, of which a maximum of 15 credits may be in college-level courses as defined by the community college and the remainder shall be fully transferable as defined by the receiving institution. Where appropriate, preparation courses for the major should be included in this course work.

NOTES:

¹Within appropriate distribution areas, colleges are encouraged to develop curriculum which provides students with an understanding of and sensitivity to cultural differences by completing courses requiring study of cultures other than their own. To most, this may include minority, non-Western ethnic, or other area studies.

²A specific course may be credited toward no more than one distribution or skill area requirement.

³A list of suggested disciplines is subject to review by the ICRC.

⁴Faculty teaching first-year language courses are encouraged to include cultural aspects of study in their courses.

CLARIFICATIONS:

- A. Associate degrees (DTA) meeting the distribution system in these Guidelines represent but one model for valid general education programs. Community colleges and baccalaureate institutions are encouraged to develop models, including interdisciplinary core requirements or vertical general education requirements with courses at the upper division level. Institutions using such alternative approaches are further encouraged to develop individual inter-institutional transfer agreements.
- B. The Associate degree (DTA) agreement will provide for the fulfillment of college and university general education requirements only, and it is not intended that this agreement should cause modifications of unique requirements (religion, philosophy, etc.). Further, it should be clearly understood that agreements based upon these Guidelines in no way alter admission criteria established by baccalaureate institutions.
 - B. The Associate degree will generally provide the transferring student with at least 90 - quarter (60 semester) credits upon entry to a baccalaureate institution.
- D. Community colleges should strictly enforce stated requirements without undue use of waivers, substitutions, or exceptions.
- E. Institutions developing mutual agreements must clearly identify degree titles and effective dates in order to provide clarity for students and their advisers and for transcript evaluation.
- F. Community colleges agree to develop precise language concerning their direct transfer Associate degree and to publish this information with all degree requirement information. Baccalaureate institutions agree to publish information about the details of their Associate degree agreements.
- G. Remedial courses (courses numbered below 100) shall not be included in the 90-quarter hours of the Associate degree.
- H. A list of the specific courses which satisfy Associate degree requirements shall be published.
- I. Community colleges and baccalaureate institutions agree to state their credit-by-exam policies in their catalogs. While accepting the Associate degree, receiving institutions shall grant credit for extra-institutional learning on the same basis for transfer students as for native students.

**PROVISOS September 2004
(Updates through July 2008)**

(SPECIFIC REQUIREMENTS BY INDIVIDUAL BACCALAUREATE INSTITUTIONS)

Bastyr University

Prospective students who have completed an Associate Degree (DTA) from a Washington State community college may enter Bastyr University at the junior level, provided they have earned at least a 2.25 cumulative GPA and have completed the specified prerequisite courses outlined in Bastyr University's Health Sciences or Applied Behavioral Sciences Transfer Guide. Bastyr University does not accept transfer courses for which a student has earned a "D" grade.

Cornish College

A student transferring to Cornish College of the Arts who has earned a Direct Transfer Associate degree (DTA) will transfer sufficient credits to complete the Humanities and Sciences requirements at Cornish College of the Arts. This

transfer credit will satisfy Cornish's Literature, English Composition, Western Civilization, Science, Social Science, Philosophy of Art, and Humanities and Sciences electives.

Transfer credit for major courses and for arts elective courses will be evaluated on a course-by-course basis. Courses are subject to the transfer guidelines established by Cornish College and may be approved for transfer after the student completes a portfolio review or audition.

Eastern Washington University

Eastern Washington University recognizes the approved ICRC transfer degrees from Washington community colleges as fulfilling the university basic skills requirements, general education core requirements, and university competencies with the proviso that courses equivalent to intermediate algebra and EWU English 101 (English composition) be completed with a minimum grade of 2.0.

Students must also meet university proficiency requirements in English and Math, Cultural and Gender Diversity, International Studies, and the Liberal Arts Enrichment as set forth by the EWU implementation schedule. Many of these courses may be incorporated into the approved AA degree.

Gonzaga University

Students who have completed the AA-DTA and AS-T degrees from Washington State community colleges are granted junior standing.

The AA-DTA fulfills the core requirements for the College of Arts and Sciences. The University core is fulfilled, except for the following: college mathematics course above intermediate algebra, Introduction to Speech, and six courses in Philosophy and Religious Studies.

AS-T coursework is evaluated on a course-by-course basis. Those students wishing to transfer to Gonzaga with an AS-T are advised to contact the Transfer Counselor well in advance for assistance with course selection.

Heritage College

Students who have completed the appropriate Associate in Arts transfer degree from Washington community colleges are admitted with junior standing at Heritage College and have satisfied general college requirements provided that a logic/critical thinking course and a world history course are included. Transfer students who have not completed the Associate in Arts transfer degree must satisfy the general college requirements of Heritage College. This agreement is effective for students beginning classes for the first time at Heritage College in spring 1991.

Northwest University

Northwest University will accept a student who transfers with an AA degree (direct transfer program) from any public community college in Washington as having met the general college requirements, but not the religion component of the GCR.

Pacific Lutheran University

Students who have completed the appropriate Degree Transfer Agreement (DTA) Associate Degree from any community college in Washington will be admitted with junior standing (60-64 semester hours) and will be regarded as having satisfied General University Requirements, except for one Religion course (Biblical Studies or Christian Thought, History, and Experience) and one Perspectives on Diversity course. PLU College of Arts and Sciences requirement is not fulfilled by the DTA Associate Degree.

Saint Martin's University

Saint Martin's University recognizes the articulated Direct Transfer Associate degree (DTA) from Washington Community Colleges. Students completing the designated degree with a minimum GPA of 2.0 will be granted junior standing upon transfer. These students will have met the Saint Martin's general education requirements with the exception of a course each in philosophy (transferable) and religious studies (generally completed at Saint Martin's University).

Seattle Pacific University

Students who have earned, prior to matriculation at SPU, an approved direct transfer associate are considered to have completed the Exploratory Curriculum and University Core (but not University Foundations) requirements, as well as the foreign language and mathematics proficiency requirements of SPU. Most students who have earned an approved Direct Transfer degree enter with 90 credits and junior class standing. However, courses that do not meet SPU's minimum grade policies will not be transferred.

Seattle University

Students admitted to Seattle University for the first time with a completed associate transfer degree will be granted 90 credits and junior standing. The following provisions apply: 1) Courses used to satisfy the DTA communication skills, quantitative/symbolic reasoning skills as well as the lab science requirement must be graded C- (1.5) or higher; 2) Additional philosophy and religious studies courses will be required to satisfy lower division Core at SU; 3) Specific requirements of professional degree programs and upper division core must be satisfied.

The Evergreen State College

Any student presenting the transfer associate degree (DTA) will be granted junior status and considered as having met all general education requirements at The Evergreen State College.

Trinity Lutheran College

Trinity Lutheran College accepts the AA-DTA degree from Washington community colleges. Students entering Trinity with a completed DTA will be granted junior standing and be considered to have completed all general education requirements, excluding Trinity's Biblical Core.

University of Washington

The University of Washington transfers credit on a course by-course basis. The UW's College of Arts and Sciences agrees that transfer students from Washington community colleges who complete approved associate degree programs, as determined by the UW Office of Admissions, will be considered to have satisfied the College's general education and proficiency requirements with the following provisos:

1. If the transfer degree requires 45 credits of distribution (15-15-15), in order to satisfy the Arts and Sciences Areas of Knowledge requirement, students will be required to take up to an additional 5 credits in each area plus an additional 15 credits drawn from their choice of one or more of the three areas.
2. Up to 15 credits in the student's major may be applied towards the 75-credit Areas of Knowledge requirement.
3. Students who complete first-year language courses as a part of the transfer degree distribution requirement, and later use that foreign language to satisfy the Arts and Science language proficiency requirement (see Item 5), will not be allowed to use those foreign language credits towards the Arts and Science Areas of Knowledge requirement.
4. Aside from the above exceptions, approved degree-holders may count transfer courses toward the UW Areas of Knowledge requirements comparable to those the community college used toward associate degree distribution requirements, even if those courses would not otherwise be allowed toward specific Areas of Knowledge requirements.
5. Students will be required to complete foreign language study through the 103-level or to demonstrate language proficiency at the 103-level through an examination.
6. Ten credits in courses emphasizing writing (W-courses or English composition) are required in addition to the 5-credit English composition requirement. W-courses must have attributes as defined by Arts and Sciences. If not completed as part of the transfer degree, this requirement must be completed at the University

University of Washington – Tacoma

The University of Washington Tacoma transfers credit on a course-by-course basis. The University agrees that direct transfer students from Washington community colleges who complete approved associate degree programs, as determined by the UW Tacoma Office of Admissions, will be considered to have satisfied the University of Washington Tacoma's general education and proficiency requirements with the following provisos:

1. For guaranteed admission to the University of Washington Tacoma, students must earn a cumulative grade point average of at least 2.75 for all transferable academic course work at the time the first associate degree was completed and at the time of admission. The guarantee of admission does not apply to admission to any school or program nor to any particular major or professional field of study within the University. The minimum cumulative grade point average for guaranteed admission includes course work completed at all colleges attended.
2. Two years of one foreign language in high school or two quarters of a single foreign language at the college level are required.

Western Washington University

To substitute fully for WWU's General University Requirements (GURs), the DTA degree must include 90 credits, 75 of which must be on the Associate Degree Course List. Transfer distribution courses should be completed on a lettered or numeric grading scale, not P/F. Note: English 101 must be completed with a grade of C- or better.

Whitworth College

Whitworth College grants junior standing to holders of the approved ICRC transfer Associate degree. In addition, transfer students are required to complete the one-course Biblical literature requirement; one year of study in the same modern language at the college level; one of the three interdisciplinary Western Civilization Core courses (Core 150, Core 250, Core 350).

Appendix H

AST Track 1

Effective Fall 2000

Associate in Science-Transfer #1

*Biological Sciences, Environmental/Resource Sciences, Chemistry, Geology, and Earth Science*³⁸

The Associate of Science Transfer (AS-T) Degree #1 is designed to prepare students for upper division study in the areas of biological sciences, environmental/resource sciences, chemistry, geology, and earth science. Completing the AS-T degree will prepare students for upper division study; it does not guarantee students admission to the major.

In order to prepare students for upper division study, the Associate of Science Transfer Degree #1 should possess the following characteristics:

I. Be issued only to students who have earned a cumulative grade point average of at least 2.00, as calculated by the degree awarding institution.

II. Be based on 90 quarter hours of transferable credit distributed as follows:

A. Communication Skills (minimum 5 credits).

Minimum 5 quarter credits in college-level composition course.

B. Mathematics (10 credits).

Two courses (10 credits) required at or above introductory calculus level. (See also D2 below.)

C. Humanities and Social Science (minimum 15 credits):

1. Minimum 5 credits in Humanities; and
2. Minimum 5 credits in Social Science; and
3. An additional 5 credits in either Humanities or Social Science for a total of 15 credits.

³⁸ Engineering, Computer Science, Physics, and Atmospheric Sciences majors are referred to the Associate of Science Transfer Degree #2; Mathematics majors are referred to the DTA Associate Degree.

D. Pre-major Program (45 – 50 credits):

1. Chemistry (for science majors) sequence (15 credits)
2. Third quarter calculus or approved statistics course (5 credits).
3. Biology (for science majors) or physics (calculus-based or non-calculus-based) sequence (15 credits).
4. Additional requirements: 10 -15 credits in physics, geology, organic chemistry, biology, or mathematics, consisting of courses normally taken for science majors (not for general education), preferably in a 2- or 3-quarter sequence.

E. Remaining Credits (10-15)

Sufficient additional college-level credits so that total credits earned are at least 90-quarter credits. These remaining credits may include prerequisites for major courses (e.g., pre-calculus), additional major coursework, or specific general education or other university requirements, as approved by the advisor.

CLARIFICATIONS:

1. Students completing this Associate of Science Transfer degree will receive the same priority consideration for admission to the baccalaureate institution as they would for completing the direct transfer associate's degree and will be given junior status by the receiving institution.
2. Courses taken under D. above must come from the current ICRC distribution list (Appendix B) in order to count as General Education or General University Requirements (GERs/GURs) at the receiving institution. Additional general educational requirements, cultural diversity requirements, and foreign language requirements, as required by the transfer institution, must be met prior to the completion of a baccalaureate degree.
3. Students should be advised that some baccalaureate institutions require physics with calculus to meet D.3.
4. Biology majors should select organic chemistry or physics for the D.4. Requirement.
5. A maximum of five (5) quarter credits of restricted elective courses will be accepted in the remaining credits category (E. above).
6. Pre-calculus cannot be used to satisfy the mathematics requirement (B. above).
7. Students are responsible for checking specific major requirements of baccalaureate institutions in the year prior to transferring.
8. Sequences should not be broken up between institutions (e.g., the typical three-quarter physics sequence should be taken entirely at one institution).

Appendix I

AST – Track 2 Revised

Summer 2008
Effective Fall 2009

ASSOCIATE OF SCIENCE TRANSFER DEGREE # 2 ENGINEERING, COMPUTER SCIENCE, PHYSICS, AND ATMOSPHERIC SCIENCES

Original Agreement Approved by HECB Spring 2000 - Effective Fall 2000. Revised Agreement Approved by HECB Fall 2008 – Effective Fall 2009

The Associate of Science Transfer (AS-T) Degree #2 is designed to prepare students for upper division study in the areas of engineering, computer science, physics, and atmospheric science. Completing the AS-T degree will prepare students for upper division study; it does not guarantee students admission to the major. In order to prepare students for upper division study, the Associate of Science Transfer Degree #2 should possess the following characteristics:

I. Be issued only to students who have earned a cumulative grade point average of at least 2.00, as calculated by the degree awarding institution.

II. Be based on a minimum of 90 quarter hours of transferable credit distributed as follows:

A. Communication Skills (minimum 5 credits) Minimum 5 quarter credits in college-level composition course.

B. Mathematics (10 credits) Two courses (10 quarter credits) required at or above introductory calculus level. (See also D4 below.)

C. Humanities and Social Science (minimum 15 credits) Minimum 5 credits in Humanities; and Minimum 5 credits in Social Science; and An additional 5 credits in either Humanities or Social Science for a total of 15 credits.

- Courses taken at the community college to meet the Humanities and Social Sciences requirements in the AS-T will be accepted toward those requirements and counted as GERS/GURs by the receiving institution – see note 7

D. Pre-major Program (25 credits)

- Physics (calculus-based or non-calculus-based) sequence including laboratory (15 credits) (see note 3).

- Chemistry with laboratory required for Engineering majors (5 credits). Other majors should select 5 credits of science based on advising.
- Third quarter calculus or approved statistics course chosen with the help of an advisor based on the requirements of the specific discipline at the baccalaureate institution the student plans to attend (5 credits).

E. Remaining Credits (35 credits) - The remaining 35 credits should be planned with the help of an advisor based on the requirements of the specific discipline at the baccalaureate institution the student selects to attend.

NOTES:

1. Students completing this Associate of Science Transfer degree will receive the same priority consideration for admission to the baccalaureate institution as they would for completing the DTA associate degree and will be given junior status by the receiving institution.
2. Courses taken under D. above must come from the current ICRC distribution list (Appendix B of the ICRC handbook) in order to count as General Education or General University Requirements (GERs/GURs) at the receiving institution. Additional general educational requirements, cultural diversity requirements, and foreign language requirements, as required by the transfer institution, must be met prior to the completion of a baccalaureate degree.
3. Students should be advised that some baccalaureate institutions require physics with calculus to meet D.1.
4. A maximum of five (5) credits of restricted elective courses (Appendix C of the ICRC Handbook) will be accepted in the remaining credits category (E. above).
5. Students are responsible for checking specific major requirements of baccalaureate institutions in the year prior to transferring.
6. Sequences should not be broken up between institutions (e.g., the typical three-quarter physics sequence should be taken entirely at one institution).
7. AS-T transfer students will have taken approximately the same number of GERs as their new peers took during their first two years at the baccalaureate institution, and will be expected to complete the institution's GERs on the same basis as students who started there as freshmen, thus providing comparable experience for freshman-entry and transfer students. All courses approved as GERs by the community college will be accepted as GERs by the baccalaureate institution.
 - Institutions that automatically match transfer courses to comparable in-house courses will initially assign GER designations automatically.

- If this designation is different than that assigned by the community college, students who believe that the community college designation would be more beneficial may petition the baccalaureate institution to have the designation assigned consistent with the community college designation.
- If there is no baccalaureate match for a community college GER course, the baccalaureate institution will assign it to the same GER area as the sending community college.
- Baccalaureate institutions may, if they do so with their freshman-entry students, disallow a specific GER when a student selects that discipline as the major. [GERs are intended to assure a breadth of academic experience, so courses supporting the in-depth learning of the major may not be used for this purpose.]

Appendix J: 2007-08 Transfer Degrees by Category

2007-08 Transfer Degrees by Category (excludes General Studies and Technical Degrees)

Data provided by SBCTC - December 2008

Exit Code	AS T 1	AS T 2	Engineer	Engineer	Engineer	Physics Ed	DTA	El Ed	Business	Nursing	Math Ed	Local Agreement	Total	% of Total
	A	B	O	P	Q	H	D	E	F	N	G	C		
BELLEVUE	23	43					847		213				1126	8.6%
BIG BEND		4					195		7	4			210	1.6%
CASCADIA	6	4					192		37	4			243	1.8%
CENTRALIA	8	4					212						224	1.7%
CLARK	10	27					617		89			2	745	5.7%
COLUMBIA BASIN	9						593	2	8				612	4.7%
EDMONDS	12	31					485	1		10		1	540	4.1%
EVERETT	5	7	1	3	3		411		48			28	506	3.8%
GRAYS HARBOR		2					141		7			16	166	1.3%
GREEN RIVER	18	31			5	1	544	12	159		1	4	775	5.9%
HIGHLINE	15	21					528		9	1			574	4.4%
LOWER COLUMBIA		13					189					14	216	1.6%
OLYMPIC	4	19					558					1	582	4.4%
PENINSULA	5						146		4				155	1.2%
PIERCE FORT STEILACOOM	12	15					624		24	22		2	699	5.3%
PIERCE PUYALLUP	4						323		22	3		1	353	2.7%
SEATTLE CENTRAL	19	38					550	4					611	4.6%
SEATTLE NORTH	13	29					235		88			1	366	2.8%
SEATTLE SOUTH	7	6					212		23				248	1.9%
SHORELINE	16	28					318		13			80	455	3.5%
SKAGIT VALLEY	11	9					239		31			3	293	2.2%
SOUTH PUGET SOUND	17	16					462		27				522	4.0%
SPOKANE	2						328	1	23				354	2.7%
SPOKANE FALLS		16					686		11			13	726	5.5%
TACOMA	8	12					364		67	16		7	474	3.6%
WALLA WALLA	3	6					168	3	5				185	1.4%
WENATCHEE VALLEY		1					330						331	2.5%
WHATCOM							469						469	3.6%
YAKIMA VALLEY		3					331		50				384	2.9%
	227	385	1	3	8	1	11297	23	965	60	1	173	13144	100.0%
% of Transfer Degrees	1.7%	2.9%	0.0%	0.0%	0.1%	0.0%	85.9%	0.2%	7.3%	0.5%	0.0%	1.3%		
AS-T							625							
DTA							4.8%					12519	95.2%	

Appendix K

Academic Guidance and Planning System Desired Features

Between May and August 2008 the HECB contacted over 20 vendors that provide web-based advising-related systems and asked them to participate in a Request for Information (RFI) process. Four vendors submitted proposals that addressed the following desired features:

- A comprehensive list of the degree programs offered in the state by both public and private colleges and universities
- Tips to help transfer students plan
- Online advising efficiencies for students transferring across sectors
- Provides the student and adviser a consolidated look at high school, college and transfer information pertinent to academic planning
- Centralized data storage and maintenance that would be performed by the vendor
- Interactive, Web-accessible course equivalency tables
- Crosswalks that translate one course to another at different institutions
- Student-, staff-, and public-friendly user interfaces that allow side-by-side comparisons of different degree plans so that students can plan the optimal use of their credits and outline a “best route” (academic and use of resources) through academic systems
- Interaction among existing systems – the ability to reduce additional work for institutions by electronically interfacing with degree audit systems already in place across all sectors
- Ability to send and receive electronic student records or unofficial transcripts between institutions
- Faculty and staff communication – a vehicle for faculty to communicate online to help determine, maintain, and update course equivalencies
- Web-based surveys for soliciting and collecting student/user feedback on the effectiveness of the system to provide for continuous improvement
- Data gathering tools on system use and functionality for use by institutions for schedule planning and by the HECB, SBCTC and other state agencies for analysis and policy review
- User-friendliness, a unified statewide “look and feel,” and options for institutional branding